

REPORT  
OF THE  
BOARD  
OF  
EDUCATION  
TO THE  
COMM'RS  
OF THE  
DISTRICT  
OF  
COLUMBIA  
—  
1903-1904



W. B. PATTERSON





REPORT  
OF THE  
BOARD OF EDUCATION

TO THE  
COMMISSIONERS OF THE  
DISTRICT OF COLUMBIA

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1903-1904

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WASHINGTON  
GOVERNMENT PRINTING OFFICE  
1904





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### SCHOOL CALENDAR.

1904.	School opened.....	September 19.
	Thanksgiving .....	November 24 and 25.
	Christmas.....	December 24 to January 2, 1904, both inclusive.
1905.	Washington's Birthday .....	February 22.
	Easter .....	April 21 to 28, both inclusive.
	Memorial Day .....	May 30.
	School closes .....	June 21.
	School opens .....	September 18.



# SCHOOL DIRECTORY OF THE BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA.

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1904-1905.

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## MEMBERS.

HENRY V. BOYNTON, 1321 R street NW.  
J. HOLDSWORTH GORDON, 330 John Marshall place NW.  
MRS. H. L. WEST, 1364 Harvard street NW.  
MRS. J. R. FRANCIS, 2112 Pennsylvania avenue NW.  
RICHARD KINGSMAN, 711 East Capitol street.  
JAMES F. BUNDY, 420 Fifth street NW.  
E. SOUTHARD PARKER, Metropolitan Citizens' Bank.

## OFFICERS OF THE BOARD.

*President*, HENRY V. BOYNTON, 1321 R street NW.  
*Vice-president*, J. HOLDSWORTH GORDON, 330 John Marshall place NW.  
*Secretary*, W. F. RODRICK, 151 Kentucky avenue SE.

## CLERKS.

W. W. CONNER, 223 Tenth street NE.  
J. W. F. SMITH, 816 Fourth street NW.  
J. W. DE MAINE, The Brunswick.

## MESSENGER.

R. O. WILMARTH, 227 John Marshall place NW.

## MEETINGS OF THE BOARD.

The stated meetings of the Board of Education are held on Wednesday of each week.

## LIST OF COMMITTEES OF THE BOARD OF EDUCATION.

*On rules and by-laws*.—Bundy, Mrs. West, Parker.  
*Ways, means, and supplies*.—Boynton, Parker, Mrs. Francis.  
*Buildings, repairs, and sanitation*.—Kingsman, Gordon, Mrs. Francis.  
*Normal and high schools and scholarships*.—Gordon, Boynton, Bundy.  
*Teachers and janitors*.—Mrs. West, Kingsman, Bundy.  
*Text-books*.—Parker, Kingsman, Gordon.  
*Industrial education and special instruction*.—Mrs. Francis, Mrs. West, Kingsman.  
*Military affairs*.—Parker, Gordon, Bundy, Boynton.

## OFFICE OF SUPERINTENDENT.

### *Franklin School.*

A. T. STUART, Superintendent of Schools.  
MRS. IDA GILBERT MYERS, Assistant Superintendent.  
W. S. MONTGOMERY, Assistant Superintendent.



## FIRST DIVISION.

Supervising principal, Mr. C. S. CLARK.

Office, Dennison School; residence, The Manhattan, 1501 Park street, Mount Pleasant.

Name.	Location.	Name and residence of principal.
Adams .....	R street, between Seventeenth street and New Hampshire avenue NW.	Mrs. C. B. Smith, 1522 Ninth street NW.
Berret .....	Fourteenth and Q streets NW .....	Miss M. C. McGill, 1326 R street NW.
Dennison .....	S street, between Thirteenth and Fourteenth streets NW.	Miss K. E. Rawlings, 3445 Holmead avenue NW.
Force .....	Massachusetts avenue, between Seventeenth and Eighteenth streets NW.	Mr. B. W. Murch, 627 Florida avenue NE.
Franklin .....	Thirteenth and K streets NW .....	Mr. S. E. Kramer, 1318 S street NW.
Harrison .....	Thirteenth street, between V and W streets NW.	Miss A. L. Sargent, 1454 Sheridan avenue NW.
Hubbard .....	Kenyon street, between Eleventh and Twelfth streets NW.	Mr. Horton Simpson, 1758 Fifteenth street NW.
Johnson .....	School and Grant streets, Mount Pleasant.	Miss C. G. Brewer, The Ontario.
Johnson Annex ..	School street, Mount Pleasant .....	(See Johnson School.)
Morgan .....	California avenue and Boundary .....	Miss C. L. Garrison, 1304 Yale street NW.
Thomson .....	Twelfth street, between K and L streets NW.	(See Franklin School.)

## SECOND DIVISION.

Supervising principal, Mr. JOHN T. FREEMAN.

Office, Henry School; residence, 1115 East Capitol street.

Abbott .....	Sixth street and New York avenue NW.	Miss Metella King, 721 Irving street NW.
Gage .....	Second street, above U street NW....	Mrs. M. E. C. Walker, 1125 Eleventh street NW.
Henry .....	P street, between Sixth and Seventh streets NW.	Miss A. A. Chesney, 614 Q street NW.
Morse .....	R street, between New Jersey avenue and Fifth street NW.	Miss S. E. White, 1420 Kenesaw avenue NW.
Phelps .....	Vermont avenue, between T and U streets NW.	Miss F. S. Fairley, 109 Ridge road east; P. O. box 14, District of Columbia.
Polk .....	Seventh and P streets NW .....	Miss M. E. Bond, 818 New Jersey avenue NW.
Seaton .....	I street, between Second and Third streets NW.	Miss F. L. Hendley, 1216 L street NW.
Twining .....	Third street, between N and O streets NW.	Miss S. C. Collins, 623 I street NW.
Webster .....	Tenth and H streets NW .....	Miss S. B. Kent, 834 Thirteenth street NW.

## THIRD DIVISION.

Supervising principal, Dr. E. G. KIMBALL.

Office, Wallach School; residence, 1204 Massachusetts avenue NW.

Brent .....	Third and D streets SE .....	Miss A. L. Grant, 648 East Capitol street.
Dent .....	Second street and South Carolina avenue SE.	Miss A. P. Stromberger, 428 Eighth street NE.
Edmonds .....	Ninth and D streets NE .....	Miss M. A. McNantz, 129 Sixth street NE.
Hilton .....	Sixth street, between B and C streets NE.	Miss J. M. Rawlings, 517 A street SE.
Lenox .....	Fifth street, between G street and Virginia avenue SE.	Miss M. E. Kealey, 715 East Capitol street.
Maury .....	B street, between Twelfth and Thirteenth streets NE.	Miss M. G. Kelly, Riggs Hotel.
Peabody .....	Fifth and C streets NE .....	Miss M. A. Aukward, 128 D street SE.
Towers .....	Eighth and C streets SE .....	Miss N. M. Mack, 624 A street SE.
Wallach .....	D street, between Seventh and Eighth streets SE.	Miss Anne Beers, 117 Fourth street SE.



## FOURTH DIVISION.

Supervising principal, Mr. ISAAC FAIRBROTHER.

Office, Jefferson School; residence, 924 B street SW.

Name.	Location.	Name and residence of principal.
Amidon .....	Sixth and F streets SW.....	Miss M. L. Smith, 903 French street NW.
Arthur .....	Arthur place NW.....	Miss H. P. Johnson, 1607 Seventh street NW.
Bowen, Sayles J .....	Third and K streets SW.....	Miss A. B. Neumeyer, 417 Tenth street SW.
Bradley .....	Thirteen-and-a-half street, between C and D streets SW.	Miss M. E. Martin, 708 B street SW.
Greenleaf.....	Four-and-a-half street, between M and N streets SW.	Miss S. E. Halley, 627 Seventh street SW.
Jefferson .....	Sixth and D streets SW.....	Mr. C. N. Thompson, 218 Eleventh street SW.
McCormick.....	Third street, between M and N streets SE.	Miss Lily Buchler, 326 Second street SE.
Potomac.....	Twelfth street, between Maryland avenue and E street SW.	Miss B. M. Price, 438 New Jersey avenue SE.
Smallwood .....	I street, between Third and Four-and-a-half streets SW.	Mr. C. A. Johnson, 2011 S street NW.

## FIFTH DIVISION.

Supervising principal, Mr. B. T. JANNEY.

Office, Curtis School; residence, 1671 Thirty-first street NW.

Addison .....	P street, between Thirty-second and Thirty-third streets NW.	Miss C. A. Ossire, 2721 P street NW.
Conduit Road .....	Conduit road .....	Miss E. N. Lansdale, 2715 N street NW.
Corcoran .....	Twenty-eighth street, between M street and Olive avenue NW.	Miss M. F. Gore, 1147 New Hampshire avenue NW.
Curtis .....	O street, between Thirty-second and Thirty-third streets NW.	Miss E. M. Chase, 1363 Yale street NW.
Fillmore.....	Thirty-fifth street, between U and V streets NW.	Miss T. C. Roeser, 2314 Eighteenth street NW.
Grant.....	G street, between Twenty-first and Twenty-second streets NW.	Miss F. L. Reeves, 720 Twenty-second street NW.
Industrial Home .....	Wisconsin avenue NW.....	Mr. R. L. Haycock, Industrial Home.
Jackson .....	U street, between Thirtieth and Thirty-first streets NW.	Miss E. L. Godey, 2455 Eighteenth street NW.
Reservoir.....	Conduit road, near reservoir.....	Mr. H. W. Draper, 2314 Eighteenth street NW.
Threlkeld .....	Thirty-sixth street and Prospect avenue NW.	Miss M. A. McMonigle, 1002 New Hampshire avenue NW.
Toner.....	Twenty-fourth and F streets NW.....	Miss Blanche Beckham, 2721 N street NW.
Weightman .....	Twenty-third and M streets NW.....	Miss E. Macfarlane, 920 Sixteenth street NW.

## SIXTH DIVISION.

Supervising principal, Mr. W. B. PATTERSON.

Office, Ludlow School; residence, The Princeton, 1430 V street NW.

Blair .....	I street, between Sixth and Seventh streets NE.	Miss E. F. Goodwin, 1437 Rhode Island avenue NW.
Benning.....	Benning.....	Miss M. G. Young, 927 G street NW.
Hamilton .....	Bladensburg road .....	Miss E. P. Kirk, 819 R street NW.
Kenilworth .....	Kenilworth .....	Mrs. E. A. Voorhees, Kenilworth, D. C.
Ludlow.....	Southeast corner Sixth and G streets NE.....	Miss E. C. Dyer, 1702 Ninth street NW.
Madison.....	Tenth and G streets NE.....	Miss M. J. Austin, 728 F street NE.
Pierce.....	G and Fourteenth streets NE.....	Miss K. C. Babbington, 78 I street NW.
Taylor.....	Seventh street, near G street NE.....	Miss S. G. Silvers, 910 L street NW.
Webb.....	Fifteenth and Rosedale streets NE.....	Miss A. J. Bell, 70 Q street NW.
Wheatley.....	Twelfth and N streets NE.....	Miss M. B. Pearson, 1741 U street NW.

## PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA.

## SEVENTH DIVISION.

Supervising principal, Mr. J. R. KEENE.

Office, Brightwood School; residence, Brightwood, D. C.

Name.	Location.	Name and residence of principal.
<i>White.</i>		
Brightwood .....	Brightwood .....	Mr. W. E. Nalley, Brightwood.
Chevy Chase .....	Connecticut avenue extended .....	Miss M. Ellen Given, 1761 U street NW.
Monroe .....	Steuben street, between Brightwood and Sherman avenues NW.	Miss H. G. Nichols, 2821 Eleventh street NW.
Petworth .....	Petworth .....	Miss M. W. Frank, 1821 Riggs place NW.
Takoma .....	Takoma .....	Miss Margaret Bayly, 1333 Eleventh street NW.
Tenley .....	Tenley .....	Mr. W. B. Ireland, Wisconsin avenue, Tenley.
Woodburn .....	Riggs and Blair roads .....	Miss H. E. King, Fifth and Morrison streets NW.

## EIGHTH DIVISION.

Supervising principal, Mr. H. M. JOHNSON.

Office, Cranch School; residence, Anacostia, D. C.

<i>White.</i>		
Buchanan .....	E street, between Thirteenth and Fourteenth streets SE.	Miss M. R. McCauslen, 710 East Capitol street.
Cranch .....	Twelfth and G streets SE .....	Mrs. N. B. Croswell, 1323 Emerson street NE.
Congress Heights..	Congress Heights .....	Mr. H. F. Lowe, 215 Fifth street NE.
Orr .....	Twining City .....	Miss C. A. Luebker, 201 D street NE.
Stanton .....	Hamilton road, Good Hope, D. C. ....	Miss C. I. Mathis, Good Hope, D. C.
Tyler .....	Eleventh street, between G and I streets SE.	Mrs. M. J. Peabody, 725 Thirteenth street SE.
Van Buren .....	Jefferson street, Anacostia .....	} Miss S. A. Langley, 311 Sixth street SE.
Van Buren annex.	Washington street, Anacostia .....	

## NINTH DIVISION.

Supervising principal, Mr. S. M. ELY.

Office, Gales School; residence, 50 S street NW.

Blake .....	North Capitol street, between K and L streets NW.	Miss F. M. Roach, 1826 North Capitol street.
Brookland .....	Brookland .....	Mr. C. K. Finckel, 615 Spruce street NW.
Carbery .....	Fifth street, between D and E streets NE.	Miss M. E. Little, 510 E street NE.
Eckington .....	First and Quincy streets NE .....	Miss M. R. Lyddane, 453 Florida avenue NW.
Emery .....	Lincoln avenue and Prospect street NE.	Miss Adelaide Davis, 213 C street SE.
Gales .....	First and G streets NW .....	Miss K. T. Brown, 1838 Cincinnati street NW.
Hayes .....	Fifth and K streets NE .....	Miss A. M. Clayton, 666 E street NE.
Langdon .....	Langdon .....	Miss A. M. Sisson, 1804 First street NW.

## TENTH DIVISION.

Supervising principal, Mr. E. W. BROWN.

Office, Sumner School; residence, 924 Twenty-fourth street NW.

Briggs .....	E and Twenty-second streets NW ....	Miss A. T. Howard, 2006 Seventeenth street NW.
Chain Bridge Road.	Chain Bridge road .....	Mr. J. E. Washington, 206 R street NW.
Magruder .....	M street, between Sixteenth and Sev- enteenth streets NW.	Miss A. M. Mason, 2218 I street NW.
Montgomery .....	Twenty-seventh street, between I and K streets NW.	Miss F. S. Bruce, 1911 Eleventh street NW.
Phillips .....	N street, between Twenty seventh and Twenty-eighth streets NW.	Miss G. F. Smith, 1613 Church street NW.
Reno .....	Howard avenue, Fort Reno .....	Mrs. L. I. Hawkesworth, 1428 Pierce place NW.
Stevens .....	Twenty-first street, between K and L streets NW.	Miss M. E. Gibbs, 1363 Kenesaw street NW.
Sumner .....	M and Seventeenth streets NW .....	Miss K. U. Alexander, 1512 Pierce place NW.
Wormley .....	Prospect street, between Thirty-third and Thirty-fourth streets NW.	Miss E. F. Wilson, 1715 Eighth street NW.



## ELEVENTH DIVISION.

Supervising principal, Mr. JOHN C. NALLE.

Office, John F. Cook School; residence, 1429 Pierce place NW.

Name.	Location.	Name and residence of principal.
Banneker.....	Third street, between K and L streets NW.	Mr. J. W. Cromwell, 1439 Pierce place NW.
Benning Road.....	Near Benning .....	Mr. H. W. Lewis, 1225 Linden place NE.
Burrville .....	Burrville .....	Mr. J. C. Bruce, 627 Nichols avenue, Anacostia, D. C.
Cook .....	O street, between Fourth and Fifth streets NW.	Miss S. C. Lewis, 720 Twenty-third street NW.
Douglass .....	First and Pierce streets NW .....	Miss H. A. Hebborn, 1129 Twenty-fourth street NW.
Ivy City .....	Ivy City .....	Mr. D. I. Renfro, 1628 Fifth street NW.
Jones .....	L and First streets NW .....	Miss E. A. Chase, 1109 I street.
Logan .....	Third and G streets NE .....	Miss M. L. Washington, 1127 Twenty-first street NW.
Lovejoy .....	Twelfth and D streets NE .....	Miss M. A. Wheeler, 1034 New Jersey avenue NW.
Payne .....	Fifteenth and C streets SE .....	Miss M. L. Jordan, 2346 Sixth street NW.
Simmons .....	Pierce street, between First street and New Jersey avenue NW.	Miss L. G. Arnold, 419 Q street NW.

## TWELFTH DIVISION.

Supervising principal, Mr. J. B. CLARK.

Office, Garnet School; residence, 1726 Eighth street NW.

Bruce .....	Marshall street, between Brightwood and Sherman avenues NW.	Mr. E. R. Beckley, 2516 Brightwood avenue NW.
Bunker Hill Road.....	Bunker Hill road.....	Mr. J. A. Richardson, 217 Capitol avenue NE., Ivy City, D. C.
Garnet .....	U and Tenth streets NW.....	Miss K. C. Lewis, 2439 Brightwood avenue.
Garrison.....	Twelfth street, between R and S streets NW.	Miss R. A. Boston, 1179 New Hampshire avenue NW.
Langston .....	P street, between North Capitol and First streets NW.	Miss E. D. Barrier, 1706 Seventeenth street NW.
Military Road ....	Military road, near Brightwood, D. C.	Mr. A. P. Lewis, Fort Stevens, Brightwood, D. C.
Mott.....	Sixth and Trumbull streets NW.....	Miss Charity A. Heathman, 326 Eighth street NE.
Orphans' Home....	Eighth street extended.....	Miss N. A. Plummer, Hyattsville, Md.
Patterson.....	Vermont avenue, near U street NW..	Miss C. A. Patterson, 1532 Fifteenth street NW.
Slater.....	P street, between North Capitol and First streets NW.	Miss L. S. Chase, 1109 I street NW.
Wilson .....	Central avenue, between Erie and Superior streets NW.	Mr. F. J. Cardozo, 301 Second street, SW.

## THIRTEENTH DIVISION.

Supervising principal, Mr. F. L. CARDOZO.

Office, Lincoln School; residence, 1811 Thirteenth street NW.

Ambush.....	L street, between Sixth and Seventh streets SW.	Miss N. T. Jackson, 318 M street SW.
Bell .....	First street, between B and C streets SW.	Miss L. F. Dyson, 101 Seventh street SE.
Birney .....	Nichols avenue, Hillisdale.....	Miss F. J. Smith, 1524 Pierce place NW.
Bowen, Anthony..	Ninth and E streets SW.....	Miss J. C. Grant, 1448 Pierce place NW.
Garfield .....	Garfield .....	Mr. J. E. Syphax, 1811 Riggs street NW.
Giddings .....	G street, between Third and Fourth streets SE.	Miss L. A. Smith, 1452 T street NW.
Lincoln .....	Second and C streets SE.	Miss M. P. Shadd, 2110 Fourteenth street NW.
Randall .....	First and I streets SW.	Mrs. M. E. Tucker, 413 B street SE.
Syphax.....	Half street, between N and O streets SW.	Mr. J. E. Walker, 1809 Thirteenth street NW.

## PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA.

## HIGH SCHOOLS.

Director, Mr. P. M. HUGHES.

Office, Central High School; residence, 318 B street SE.

Name.	Location.	Name and residence of principal.
Central High .....	O street, between Sixth and Seventh streets NW.	Mr. Emery M. Wilson, 1416 S street NW.
Eastern High .....	Seventh street, between Pennsylvania avenue and C street SE.	Mr. M. F. F. Swartzell, 1112 Rhode Island avenue NW.
Western High .....	Thirty-fifth and T streets NW.	Miss E. C. Westcott, 1718 Corcoran street NW.
Business High .....	First street, between B and C streets NW.	Mr. Allan Davis, 900 Eleventh street SE.
M Street High .....	M street, between First street and New Jersey avenue NW.	Mrs. Anna J. Cooper, 1706 Seventeenth street NW.

## NORMAL SCHOOLS.

No. 1 .....	Franklin School, Thirteenth and K streets NW.	Miss Anne M. Goding, The Hawarden, 1421 R street NW.
No. 2 .....	Miner School, Seventeenth and Church streets NW.	Miss L. E. Moten, 728 Fourth street NW.

## MANUAL TRAINING SCHOOLS.

Director, Mr. J. A. CHAMBERLAIN.

Office, McKinley Manual Training School; residence, 122 Seaton street NW.

McKinley .....	Rhode Island avenue, corner Seventh street NW.	Mr. A. I. Gardner, 1115 O street NW.
Armstrong .....	P street, between First and Third streets NW.	Dr. W. B. Evans, 1910 Vermont avenue, NW.

## DIRECTORS OF SPECIAL WORK.

Department.	Name.	Residence.
Primary work .....	Miss E. V. Brown .....	1357 Roanoke street NW.
Music .....	Miss A. E. Bentley .....	1718 Corcoran street NW.
Drawing .....	Mrs. S. E. W. Fuller .....	2611 Messmore avenue.
Domestic science .....	Miss E. S. Jacobs .....	921 P street NW.
Domestic art .....	Mrs. M. W. Cate .....	217 I street NW.
Physical training .....	Dr. Rebecca Stonerod .....	1330 Wallach place NW.
Kindergartens .....	Miss Catherine R. Watkins .....	1246 Tenth street NW.
Night schools .....	Mr. S. E. Kramer .....	1318 S street NW.
Librarian .....	Miss Mina Goetz .....	2441 Columbia road.

## ASSISTANT DIRECTORS OF SPECIAL WORK.

Primary work .....	Miss E. F. G. Merritt .....	1630 Tenth street NW.
Music .....	Miss H. A. Gibbs .....	902 T street NW.
Drawing .....	Mr. T. W. Hunster .....	1476 Kenesaw avenue.
Manual training .....	Mr. J. H. Hill .....	227 Wilson street NW.
Domestic science .....	Mrs. Julia W. Shaw .....	2024 Thirteenth street NW.
Domestic art .....	Miss C. E. Syphax .....	1641 P street NW.
Physical training .....	Miss A. J. Turner .....	313 Spruce street NW.
Night schools .....	Dr. W. B. Evans .....	1910 Vermont avenue.







JAMES B. EDMONDS SCHOOL, DEDICATED NOVEMBER 19, 1903.



# REPORT OF THE BOARD OF EDUCATION.

---

*To the Commissioners of the District of Columbia:*

Through the generous dealings of Congress with the last annual estimates of the Board of Education the schools of the District have been in several important respects upon a better footing the past year than during any previous period. The increases in salaries have retained a number of our best teachers whose services would otherwise have been lost. The new buildings in process of erection or provided for will soon reduce the number of half-day schools for the present school population to proper proportions, while the additional aid extended to the excellent kindergarten system has been a matter of general congratulation.

In its estimates for the coming year an equitable scale of increased salaries has been presented, the adoption of which is earnestly recommended as a plan to be carried out as rapidly as Congress can see its way to conform to it. This scale has received careful study and is believed to present as low rates as the cost of living and the excellent services rendered should command. Its adoption will enable teachers to know what they can look forward to in case of continuing service, and will at the same time aid materially and in the main effectually in retaining those teachers who by length of service have become extremely valuable.

A fact in connection with this subject that seems to give strong support to the relief sought by the teachers and to fully justify Congress in granting it is this: Nearly 50 per cent of the pupils in the schools are the children of parents in the service of the Government, either in Congress or in the civil or military branches. It is only fair, then, that half the expenses of these schools should be borne by the Government, and half the addition asked for in salaries would be but a moderate addition to the general expense and to that chargeable to the District.

The necessity for several new school buildings in the rapidly growing suburbs of Petworth, Brightwood Park, Chevy Chase, and Tenley is very plain to the board, and has been provided for in its estimates in recognition of strong reasons submitted by several citizens' associations and as the result of its own observations. The board regrets that these estimates have not been allowed to go forward to Congress.



In submitting its estimates, the board by unanimous vote requested that in compliance with the plain provisions of the law establishing the Board of Education its estimates might go to Congress in the form in which they were submitted without elimination; but of course with such recommendations as the Commissioners might see fit to make. This would comply with the evident intent of the law to annually afford Congress information of what the Board of Education, which, by law, has exclusive jurisdiction of the administration of the schools, believes the best interests of the schools require, this provision of the law being as follows:

The board shall annually transmit to the Commissioners of the District of Columbia an estimate in detail of the amount of money required for the public schools for the ensuing year, and the said Commissioners shall include the same in their annual estimate of appropriations for the District of Columbia with such recommendations as they may deem proper.

Next to securing a sufficient number of school buildings is the question of making them safe. Quite a number still retain the old style of wooden stairways. The board has heretofore called attention to this imperiling of the lives of children and earnestly repeats its warnings.

The system of medical inspection secured by the board has produced excellent results. The health officer has actively and successfully cooperated in carefully guarding the schools against contagious diseases, and in this work the public is under especial obligations to the chairman of the committee on buildings, repairs, and sanitation for his untiring attention to everything connected with sanitary requirements and measures.

During the period of public unrest on account of the prevalence of typhoid fever the board, feeling that no precautions should be neglected, provided for boiling the drinking water in all the schools. This was accomplished by Doctor Kingsman, with the active cooperation of Commissioner West, who secured the money for the purpose.

Additional land for playgrounds is needed about a number of the schools where the children now use the streets. This is demanded as a matter of safety, as a relief to adjoining residences, and in order that the children may enjoy needed exercise. In this connection the board desires to cooperate with those public-spirited citizens who are establishing playgrounds fitted with elementary athletic apparatus. The board has asked for a small appropriation to begin the work of placing such apparatus in those school grounds which are of sufficient area, and thus, at very small expense, adding to the most commendable efforts of citizens to furnish well-equipped playgrounds for the children of the District.

A very important advance has been accomplished in high school work. Those in charge of this department of our educational system



have been in accord with that public opinion which has asked that special courses might be arranged for those who expect to complete their studies with the high school and who might desire to pursue a course more directly fitted for the work in life which they expect to take up. With this end in view Superintendent Stuart and Director Hughes arranged to add several special courses to the high school work, and five such have been arranged and are now at the service of pupils. It is believed that with this change this department of school work will compare favorably with any in the country.

The board has renewed its recommendation for the purchase of a square of land as the site of a normal school. This should be located in the northern suburbs of the city and be of sufficient extent to allow of the erection of other school buildings as well as a normal school. This project, if consummated while large tracts of land can be had at very reasonable prices, will, in the opinion of the board, result in great future saving to the District, since a new normal school building will soon be a matter of necessity.

One of the most pressing needs of the school system is the extension of the McKinley Manual Training School. It has been crowded beyond its capacity since its first year, and at present can not accommodate nearly all who desire to enter. The increase in the number of those desiring the practical education of the colored or white manual training schools is phenomenal. It can only be met by a prompt extension of present accommodations, and this the board most earnestly recommends to Congress as a most urgent need.

The board takes great satisfaction in the increased interest in and attendance upon the night schools. The removal of the age limit has brought in a large number of adults. Rooms crowded with the youth, the middle-aged, and the gray-haired of both sexes, who, after working through the days, gather at night in these schools, present one of the most pathetic as well as the most promising sights of the school system. The removal of ignorance advances the Republic.

The board looks with interest upon the inauguration of free lectures for the people. The assembly rooms of the school buildings give ample facilities and the expense of using them is slight. Where the New York Board of Education expends \$150,000 annually for this purpose, and employs noted lecturers who cover the whole ground of subjects interesting and valuable to the public, the work in the national capital has started upon an appropriation of \$1,500. The board has asked for a like sum for the coming year, and hopes to be able to place this branch of public education on a permanent basis.

The public can only become acquainted with the varied and extended work of school officials and of the Board of Education in the administration of the school organization, which expends nearly \$2,000,000

annually, by examining the reports of the superintendent, the directors, the supervisors of the several divisions, and the directors of special departments.

The interesting report of the chairman of the committee on rules and by-laws shows that the body of rules in force now meets the requirements of orderly and efficient administration. It points out that the teaching force and the employees of all grades are on a civil-service basis and calls the attention of Congress to the pending compulsory education law.

The report of the chairman of the committee on industrial education and special instruction necessarily covers a wide range, dealing as it does with the conditions and satisfactory progress of the many branches under the supervision of this committee, namely, physical training, manual training schools, drawing, music, cooking, sewing, and night schools.

The painstaking and efficient work of the chairman of the committee on teachers and janitors is well known to the board. To deal intelligently and impartially with the promotions, assignments, and transfers of 1,400 teachers, to successfully supervise and build up our notable kindergarten organization, and to give the schools that most important service which efficient janitors render, requires and receives an attention which the board most highly appreciates.

The kindergartens have become one of the most popular departments of the public school system. They are no longer an experiment. Owing to the limited number of these schools many little folks are turned away each year, and no child under 5 years of age can be admitted. The educational standard of the kindergarten teacher is equal to that of the primary teacher, and the Board of Education hopes very shortly to have them placed on an equal salary basis.

The most exacting duties falling to the lot of any committee of the board, as well as the most varied, are those treated of in the report of the chairman of the committee on buildings, repairs, and sanitation. The question of repairs alone requires constant attention, and the needs in 130 buildings constantly exceed the available funds, thus requiring both care and discretion in their expenditure. The subject of sanitation in its various branches and the supervision of medical inspection are not second in importance to any branch of school administration. The board recognizes the efficient work performed in these wide fields by the chairman of this committee and his associates.

The board understands and appreciates the enthusiasm and efficiency with which the chairman of the committee on normal and high schools and scholarships discharges his duties. This crowning organization of our school system, the high schools—these people's colleges—receives at his hands the fullest supervision and encouragement. The additional elective courses referred to in his report are of great pub-



lic interest and vastly increase the importance of these schools. The normal schools are performing excellent service, and if there could be the wholesome inducement of better salaries they would soon furnish all the teachers needed in the grades.

The committee on text-books made only one important change in text-books during the year, which consisted in the placing of an arithmetic in the third grade. There are other changes which should be made in order to replace certain books which are somewhat out of date, but this can not be done until the appropriation for free text-books is materially increased.

The cadet battalion, under the able management of Director Hughes and the careful and perfect instruction in drill and maneuvers by Col. Burton Ross, is a credit to the schools and District. It has been the first volunteer organization to adopt the new infantry drill of the Army and is rapidly becoming proficient in it. It is now fully equipped with new rifles and accouterments.

The board desires to repeat its high estimate of the able and devoted services of Superintendent Stuart, and to acknowledge the value of his efficient cooperation in everything pertaining to the interests of the schools. The attention of the Commissioners is respectfully asked to his exhaustive report, which presents in detail every feature of the school system and every element of school administration.

The executive force, including the director of high schools, supervising principals, and directors of primary work and special departments, as well as the body of teachers, as a whole, have been efficient and enthusiastic in the performance of their onerous duties. As a result the capital of the nation may well be proud of its public schools.

The administration of the secretary's office calls for emphatic commendation. Its responsibilities are great and its duties innumerable, including, as they do, every question which can arise in connection with the expenditure of school funds, attention to the voluminous correspondence of the school system, the preparation of requisitions for the smallest as well as the largest items of school supplies, keeping a strict supervision of the performance of contractors, insuring the honest delivery of supplies, and in addition to the wide field of work only indicated above acting as secretary to the Board of Education and as its executive officer. For the performance of this work Secretary Rodrick has a most efficient clerical force, but one that even with its persistent and devoted application to its duties finds it very difficult to keep the work of the office current. This force is not only underpaid, but at least one additional clerk is demanded by the necessities of the duties to be performed. It is earnestly hoped that both the recommendation of the board for an increase in salaries for the secretary and these clerks and for an addition to the force will be approved by the Commissioners and granted by Congress.

The board puts on record its deep regret at the death of Miss E. A. Denney, long director of primary work, and of Lawrence G. Fletcher, a leading teacher of great professional worth in the Armstrong Manual Training School. Miss Denney's service had long been of the most valuable character, and her death was due in large degree to the close attention which she gave to the discharge of her duties, thinking nothing of self, and sacrificing even health to her work. The board esteems it fortunate that the services of one as competent as Miss Elizabeth V. Brown were available to take up this important work.

At the close of the school year Mr. James E. Fitch resigned, the board putting on its minutes a record of regret at the severance of pleasant relations. Mr. Fitch was succeeded by Mr. E. Southard Parker, who was welcomed by the board and promptly entered upon his duties.

All of which is respectfully submitted for the board.

H. V. BOYNTON, *President*.



## REPORT OF COMMITTEE ON RULES AND BY-LAWS.

Gen. H. V. BOYNTON,

*President Board of Education.*

DEAR SIR: The committee on rules and by-laws has little to say in the way of a formal report. The rules and regulations already adopted have proved adequate and satisfactory. As no important changes have seemed necessary, there have been only such verbal and minor modifications as to insure accuracy and precision of statement. As the regulations become more and more familiar to those who are to be guided by them, the system works with greater ease and smoothness. When the system has once been put in good working order the committee on rules may not be expected to have much to report from year to year. The fact that there is felt little necessity for activity on part of this committee may be regarded as a wholesome indication. Attention might be called to the scheme of rating by which the standing of a teacher as "excellent," "good," "fair," and "poor" is based upon efficiency reports rendered by directors and supervisors in immediate charge of the several departments or special schools into which the system is divided. As promotions are to be made in the order of merit, there is left little or no room for the exercise of extraneous influence. The schools are thus placed upon a civil-service basis. The teachers will readily understand that the most effective influence that can be exerted upon the appointing power is the faithful and efficient performance of duty.

At the instance of this committee the Board of Education has recommended to Congress the enactment of a compulsory education law for the District of Columbia. It is to be hoped that, under requirement of law, no child at the national capital will be allowed to grow up in ignorance. The necessity for such a measure is growing more and more apparent. Many of the children in this city who stand mostly in need of the benefit of the schools are not enrolled, and are growing up in illiteracy with all of its concomitant evils, on account of the thoughtlessness, indifference, or poverty of their parents.

The proposed measure is intended to remedy this condition. While it will add to the burden of the school system, it will extend its beneficence, and must meet with the approval of all those who desire to promote a better citizenship and to lighten the civic burden of this community.

Respectfully submitted.

JAMES F. BUNDY, *Chairman.*

# REPORT OF COMMITTEE ON WAYS, MEANS, AND SUPPLIES.

TO THE PRESIDENT OF THE BOARD OF EDUCATION:

DEAR SIR: The committee on ways, means, and supplies submits the annual statement of appropriations, expenditures, and balances for the fiscal year ending June 30, 1904.

## SALARIES FOR OFFICERS.

Appropriation.....	\$18,620.00
Total expenditures.....	18,490.00
Balance.....	130.00

## SALARIES FOR TEACHERS.

Appropriation.....	\$954,375.00
Total expenditures.....	953,796.67
Balance.....	578.33

## SALARIES FOR TEACHERS OF NIGHT SCHOOLS.

Appropriation.....	\$6,000.00
Increased by deficiency appropriation.....	2,800.00
Total expenditures.....	\$8,800.00
Balance.....	8,799.00
Balance.....	1.00

## CONTINGENT EXPENSES OF NIGHT SCHOOLS.

Appropriation.....	\$500.00
Total expenditures.....	499.75
Balance.....	.25

## KINDERGARTEN INSTRUCTION.

Appropriation.....	\$35,000.00
Decreased by deficiency appropriation act.....	230.00
Total expenditures.....	\$34,770.00
Balance.....	34,715.41
Balance.....	54.59

## FOR JANITORS AND CARE OF BUILDINGS AND GROUNDS.

Appropriation.....	\$86,080.00
Increased by deficiency appropriation act.....	124.40
Total expenditures.....	\$86,204.40
Balance.....	84,237.88
Balance.....	1,966.52



## SALARIES FOR MEDICAL INSPECTORS.

Appropriation .....	\$6,000.00
Total expenditures .....	4,458.61
Balance .....	1,541.39

## FOR RENT OF SCHOOL BUILDINGS AND REPAIR SHOP.

Appropriation .....	\$15,684.00
Total expenditures .....	14,193.50
Balance .....	1,490.50

## REPAIRS AND IMPROVEMENTS TO BUILDINGS AND GROUNDS.

Appropriation .....	\$55,000.00
Increased by deficiency appropriation act.....	2,500.00
	\$57,500.00
Total expenditures .....	57,451.86
Balance .....	48.14

## FOR NECESSARY REPAIRS TO AND CHANGES IN PLUMBING.

Appropriation .....	\$25,000.00
Total expenditures .....	25,000.00

## REPAIRING AND RENEWING HEATING AND VENTILATING APPARATUS.

Appropriation.....	\$3,500.00
Increased by deficiency appropriation act.....	2,000.00
	\$5,500.00
Total expenditures .....	5,496.49
Balance.....	3.51

## INSTRUCTION IN MANUAL TRAINING.

Appropriation.....	\$17,500.00
Increased by deficiency appropriation act .....	2,500.00
	20,000.00
Decreased by general deficiency act.....	520.00
	\$19,480.00
Total expenditures .....	18,858.42
Balance .....	621.58

## FUEL.

Appropriation .....	\$45,000.00
Increased by deficiency appropriation acts .....	30,000.00
	\$75,000.00
Total expenditures .....	68,273.52
Balance .....	6,726.48

## FURNITURE FOR NEW SCHOOL BUILDING.

Appropriation.....	\$12,250.00
Total expenditures .....	12,235.11
Balance .....	14.89

## CONTINGENT EXPENSES.

Appropriation .....	\$35,000.00	
Increased by deficiency appropriation act .....	750.00	
		<hr/>
		\$35,750.00
Total expenditures .....		35,745.25
		<hr/>
Balance .....		4.75

## PURCHASE OF PIANOS.

Appropriation .....	\$2,500.00	
Total expenditures .....		2,475.00
		<hr/>
Balance .....		25.00

## FOR TEXT-BOOKS AND SCHOOL SUPPLIES.

Appropriation .....	\$52,500.00	
Total expenditures .....		52,374.88
		<hr/>
Balance .....		125.12

## PURCHASE OF UNITED STATES FLAGS.

Appropriation .....	\$1,000.00	
Total expenditures .....		997.42
		<hr/>
Balance .....		2.58

## FOR FIRE EXTINGUISHERS AND FIRE ESCAPES.

Appropriation .....	\$2,400.00	
Total expenditures .....		2,392.12
		<hr/>
Balance .....		7.88

## FOR EXTENDING TELEPHONE SYSTEM TO SCHOOL BUILDINGS.

Appropriation .....	\$5,000.00	
Total expenditures .....		4,862.15
		<hr/>
Balance .....		137.85

## BUILDINGS AND GROUNDS.

Appropriation .....	\$180,300.00	
Total expenditures .....		180,300.00

Respectfully submitted,

H. V. BOYNTON, *Chairman.*







SAMUEL E. WHEATLEY SCHOOL, DEDICATED DECEMBER 18, 1903.



## REPORT OF COMMITTEE ON BUILDINGS, REPAIRS, AND SANITATION.

Gen. HENRY V. BOYNTON,  
*President Board of Education.*

DEAR GENERAL: The committee on buildings, repairs, and sanitation submits its annual report of repairs made in the public schools for the year ending June 30, 1904. The appropriation of \$57,500 for repairs to school buildings and heating apparatus was distributed as follows:

*First division.*—Adams, \$281.85; Berret, \$190.65; Dennison, \$500.07; Force, \$416.74; Harrison, \$258.86; Franklin, \$1,359.83; Hubbard, \$282.04; Johnson, \$558.73; Johnson Annex, \$199.38; Morgan, \$316.91; Thomson, \$502.09; total, \$4,867.15.

*Second division.*—Abbott, \$224.70; Henry, \$275.18; Morse, \$299.93; Phelps, \$194.51; Polk, \$456.33; Seaton, \$684.53; Twining, \$327.94; Webster, \$339.68; total, \$2,802.80.

*Third division.*—Brent, \$301.59; Dent, \$232.15; Edmonds, \$224.42; Hilton, \$465.90; Lenox, \$230.39; Maury, \$269.07; Peabody, \$712.81; Towers, \$388.92; Wallach, \$364.36; total, \$3,189.62.

*Fourth division.*—Amidon, \$228.70; Arthur, \$281.13; S. J. Bowen, \$191.53; Bradley, \$330.27; Greenleaf, \$602.35; Jefferson, \$879.60; McCormick, \$312.48; Potomac, \$339.91; Smallwood, \$407.65; total, \$3,573.62.

*Fifth division.*—Addison, \$255.06; Conduit Road, \$67.79; Corcoran, \$176.53; Curtis, \$406.41; Fillmore, \$147.33; Grant, \$429.29; Jackson, \$188.37; Reservoir, \$721.26; Threlkeld, \$135.84; Toner, \$90.29; Weightman, \$367.49; total, \$2,985.66.

*Sixth division.*—Blair, \$378.41; Benning, \$454.67; Hamilton, \$345.08; Kenilworth, \$652.44; Madison, \$374.37; Pierce, \$527.48; Taylor, \$553.80; Webb, \$673.12; Wheatley, \$233.44; total, \$4,192.81.

*Seventh division.*—Brightwood, \$206.84; Chevy Chase, \$438.70; Monroe, \$288.23; Petworth, \$153.94; Takoma, \$109.55; Tenley, \$249.25; Woodburn, \$192.47; Military Road, \$224.70; Bruce, \$348.46; Bunker Hill, \$94.01; Ivy City, \$132.43; Mott, \$248.71; Reno, \$59.58; Grant Road, \$110.15; Wilson, \$168.10; total, \$3,005.12.

*Eighth division.*—Buchanan, \$120.28; Cranch, \$1,039.22; Congress Heights, \$459.17; Orr, \$184; Stanton, \$317.30; Hillsdale, \$338.89; Tyler, \$257.89; Van Buren, \$235.02; Van Buren Annex, \$144.53; Birney and Annex, \$861.91; Garfield, \$307.79; total, \$4,266.

*Ninth division.*—Blake, \$157.30; Brookland, \$249.77; Carbery,

\$210.03; Eckington, \$308.62; Emory, \$415.96; Gales, \$2,418.82; Hayes, \$487.79; Langdon, \$350.46; total, \$4,598.75.

*Tenth division.*—Briggs, \$492.45; Chain Bridge, \$127.71; Garrison, \$3,742.30; Magruder, \$338.57; Montgomery, \$78; Phillips, \$150.59; Stevens, \$425.14; Sumner, \$241.85; Wormley, \$140.98; total, \$5,737.59.

*Eleventh division.*—Banneker, \$238.57; Benning Road, \$71.21; Burrville, \$178.65; Cook, \$228.04; Douglas, \$264.88; Garnet, \$283.06; Jones, \$158.33; Langston, \$193.04; Logan, \$494.96; Patterson, \$478.59; Abby Simmons, \$81.59; Slater, \$190.52; total, \$2,863.44.

*Twelfth division.*—Ambush, \$318.91; Bell, \$890.34; A. Bowen, \$117.71; Giddings, \$365.14; Lincoln, \$177.79; Lovejoy, \$288.22; Payne, \$169.07; Randall, \$334.70; Syphax, \$189.91; total, \$2,851.79.

*High schools.*—Business, \$467.10; Central, \$741.17; M Street, \$736.55; Eastern, \$695.47; Western, \$1,296.18; total, \$3,936.47.

*Manual training schools.*—McKinley, \$363.79; Armstrong, \$777.42; total, \$1,141.21.

Grand total, \$50,012.03.

#### SUMMARY.

Repairs.....	\$50,012.03
Material purchased and on hand.....	3,375.29
Salaries.....	2,244.50
Provender, horseshoeing, etc.....	1,386.14
Miscellaneous.....	433.90
Unexpended balance .....	48.14
Total.....	57,500.00

To enable you to have an idea of the character of the repairs made the largest items appear under the heads of carpentering, painting, and tinning, all of which was done by day-labor.

*Carpentering.*—New floors were laid in the following-named schools: Harrison, Johnson, Johnson Annex, Thomson, Twining, Maury, Webster, Arthur, Blair, Cranch, Benning, Grant, Randall, and Central High.

Bookcases were built and placed in the Dennison, Franklin, Lenox, Thomson, Webster, Amidon, Blair, Arthur, Bradley, Smallwood, Blake, Orr, Madison, Wilson, Van Buren, Magruder, Slater, Brent, Carbery, Jackson, Hamilton, Cranch, Morgan, Douglas, Jones, Logan, and Eastern and M Street High schools.

*Painting.*—Painting was done on the following-named buildings: Gales, Bell, Chevy Chase, Fillmore, Seaton, Garrison, Hillsdale, Langdon, Reservoir, Lenox, Greenleaf, Briggs, Logan, Phillips, Brent, and Peabody.

*Tinning.*—New roofs or valleys were placed on the Jefferson, Peabody, Eastern High, Pierce, Bell, Thomson, and Franklin schools.

*Steam fitting.*—Central High, Western High, Eastern High, Armstrong, Syphax, and Garnet schools.



Blackboards were overhauled in all of the schoolhouses in the District. Kalsomining was done at the Dennison, Johnson, Curtis, Jackson, Lenox, Franklin, Weightman, Business High, Madison, Patterson, and Central High schools.

Iron fences were erected around the Webb School and in front of the Birney School. Cement yards were laid at the Gales and Hilton schools. Grading and sodding were done at the Lovejoy and Western High schools. Repairs of a general nature were made to every school owned by the District.

In addition to the above, the sum of \$1,862.25 was expended for plumbing work in the schools.

The committee again suggests that the appropriation for necessary repairs and changes in plumbing in the existing school buildings be increased from \$35,000 to \$50,000. That the board may be informed as to the amount of work which was done in the past year and what is desired should be accomplished next year, we give below an extract from report and estimates to the Commissioners for the fiscal year 1905-6 of the inspector of plumbing:

## PUBLIC SCHOOL TOILET BUILDINGS AND ROOMS.

In expending the appropriation for "repairs to and changes in plumbing in existing school buildings" during the fiscal year 1903 and 1904, amounting to \$23,000, I wish to state that \$2,000 of this amount was allotted to the superintendent of repairs for minor repairs to plumbing, leaving a balance of \$23,000 to be accounted for by this office. This amount was expended as follows:

## Complete remodeling of plumbing:

Brookland School .....	\$1,627.00
Seaton School.....	7,017.00
Brent school.....	4,421.50
Weightman school .....	5,551.37
One girls' toilet room remodeled, Central High.....	1,377.74
Drinking fountains in the main building, toilet room, and the annex of the Johnson School .....	523.53
Drinking fountains installed:	
M Street High School.....	392.66
Potomac School.....	202.00
Randall School.....	172.72
Dennison School (temporary).....	24.00
Wallach School .....	120.00
Monroe School.....	213.26
Printing specifications, proposals, blue printing, materials, salaries, and maintenance of bicycle, as per Commissioners' order .....	1,357.22
Total .....	23,000.00

The amount of the appropriation allotted this office being fully expended, leaves no balance.

In remodeling the plumbing in these school buildings, systems of plumbing have been installed, including water-closets, ventilated slate urinals, and wash basins in the basement toilet rooms, and on each of the floors sanitary drinking fountains have been placed. The school board is desirous of having these fountains installed in all

school buildings, and have requested that they be placed in 48 school buildings during the coming year. While it is not practicable to comply with this request, a certain number of fountains are to be installed.

The changes in drinking fountains should be made as speedily as possible, for in a majority of cases the only drinking facilities are at sinks located in the basement, and in all cases investigated by this office such facilities are inadequate and insanitary, as the sink serves for drinking purposes, washing ink wells and hands, dumping scrub water, etc., and in some instances these sinks are in front of furnaces where coal dust and ashes find lodgment in the cups and sinks. In other schools the sinks are in the toilet rooms, which location needs no comment, and it is certainly desirable that all of the schools be equipped with drinking fountains and a certain number changed each year until all are provided with this more modern and sanitary drinking fountain.

It is urgently recommended that an appropriation of \$50,000 be made for repairs to and changes in plumbing in existing school buildings, as there are still nearly 50 school buildings having obsolete types of closet facilities and drained by terra-cotta sewers which should receive attention.

Some idea of the magnitude of this work can be obtained when consideration is given the estimate made by this office on request made for changes in plumbing in various schools by the school board for this fiscal year, which amounts to about \$140,000. Appropriation was made by the last session of Congress for \$35,000 for making changes in plumbing in school buildings. Of the amount, \$2,500 will be proportioned to the superintendent of repairs for making minor repairs necessary to plumbing, and the balance of the appropriation will be expended in remodeling the plumbing in the most urgent cases. If the \$50,000 asked for is allowed, I suggest that it be made as a whole rather than as itemized for each school, as set forth in the roughly approximate estimate, thus allowing an apportionment elastic enough to cover any variation when bids are asked for below these figures; otherwise it may be necessary to cut out some necessary work on one particular school building on account of an excess in the bid over the estimate made by this office.

Following is an itemized list of school buildings with tentative estimate amounting to \$50,000, which could be judiciously expended on urgent cases next year:

**Complete remodeled systems of plumbing:**

Ambush School .....	\$3, 800
Abbott School .....	5, 300
Blake School .....	4, 000
Madison School .....	4, 000
Towers School .....	4, 000
Johnson School .....	4, 700
Magruder School .....	4, 500
Briggs School .....	3, 700
Phillips School .....	4, 000
For remodeling and installing new slate urinals .....	1, 800
For installation of approved drinking fountains (15 schools) .....	3, 500
For emergency repairs, minor changes, etc. (to be allowed the superintendent of repairs) .....	5, 000
For inspections, preparing plans and specifications, printing plans and specifications, materials, all properly chargeable to this appropriation for 1906 ..	1, 700
Total .....	<u>50, 000</u>

The engineer department has made pleasing improvements in a number of school buildings by placing therein attractive drinking fountains on both first and second floors. The announcement that this work is to be continued and that the style of fixture to be used hereafter will do away with the need of cups or glasses, the child



drinking from a constantly bubbling stream, is gratifying to all familiar with the working of the new fountain and awake to the possible dangers of the public drinking cup.

In a number of schools more modern slate ventilated urinals have been provided, thus doing away with the enameled iron troughs, which were leaking, discolored, and foul smelling. The closets installed are of modern seat action type and are far superior to the dry closet or latrine, which were removed. In addition to the above fixtures installed, new cast-iron sewers and lead water services have been provided and the toilet rooms finished with concreted floors, painted or plastered side walls, and steel ceilings. Frequently it is necessary, where the buildings are provided with a furnace heating system (which does not heat the basement), to provide a small isolated hot-water heating plant to heat the two toilet rooms to properly protect the plumbing fixtures. This remodeling of the toilet rooms adds materially to the cost of making changes in the plumbing in these rooms, but makes them more sanitary in all respects. Where the present basement room is used the general average cost is three-fifths plumbing and two-fifths for remodeling, and where it is necessary (as it is in some cases) to build a toilet building outside of the school building this proportion is reversed.

In providing for future school buildings the committee believes that economy will be exercised if provision is made for 12-room buildings instead of 8 rooms, not only for the reason that the rapid increase in the population of Washington causes a corresponding increase of the price of ground, but the interests of the schools will be better served by 12-room buildings in the matter of accommodations as well as in the supervision.

The prevalence of typhoid fever caused the committee to recommend to the board the advisability of purchasing the necessary apparatus for boiling water used for drinking purposes in the schools. The board, having concurred in the recommendation, immediately appealed to the Commissioners of the District for an appropriation of \$1,300 from the District emergency fund. The Commissioners promptly complied with the request of the board, and soon thereafter gas stoves and boilers were purchased for all school buildings, and teachers and scholars are now supplied daily with boiled water, which is in every way satisfactory as far as destroying germ life is concerned. The one objection to boiled water is that in warm or moderate weather the water can not be cooled sufficiently to be palatable; therefore it is recommended that the board request an appropriation for furnishing pure ice to the schools during warm weather.

During the year the Edmonds, Simmons, Wheatley, Stanton, and Montgomery schools were dedicated with appropriate exercises, and additions were built to the Cranch, Takoma, and Brookland schools.

The committee take this opportunity of expressing its appreciation of the manner and promptness with which Mr. G. B. Coleman, superintendent of repairs, and Mr. H. B. Davis, inspector of plumbing, have performed their duties in connection with school repairs.

Very respectfully,

RICHARD KINGSMAN, *Chairman.*

## REPORT OF COMMITTEE ON NORMAL AND HIGH SCHOOLS AND SCHOLARSHIPS.

Gen. H. V. BOYNTON,  
*President Board of Education.*

DEAR SIR: With each year your committee become more and more impressed with the value of the high school as a part of our educational system, and we can not believe that the criticism of those, happily few in number, who persistently claim that the high school exists merely to "prepare a favored few for college" would be insisted upon did they possess a better knowledge of its aims and of the results growing out of its workings. While we do not intend to enter into a defense of high schools generally or of our own in particular, we may well be satisfied with the great good we know the latter have accomplished.

Under the wise direction of our superintendent and director of high schools, who are ever on the alert to adapt our courses of study to the needs of those for whom they are intended, and guided by experience and observation, a group of studies has been adopted for the coming year that will undoubtedly meet the requirements of all, presenting, as it does, a variety of courses which may be pursued by students who, while not expecting to enter college, are still able to attend school beyond the period of the lower grades and desire to avail themselves of every educational advantage, a privilege that should not be denied them and which the high school alone offers. We are convinced that this is a step in the right direction and that good results will follow.

We feel constrained to urge that renewed efforts be made for accommodation of the pupils of the McKinley Manual Training School. The large number of students enrolled at this school far exceeds the capacity of the building, necessitating the crowding of the Central High School. While everything is done on the part of the teachers of the two schools to accommodate their classes to the existing conditions, necessarily the best results can not be secured in view of the disadvantages under which they labor. The existing conditions are not only unfair to the teachers, but greatly prejudicial to the interests of the scholars. It is a serious matter and needs immediate attention and urgent action.

Work upon the Business High School building is progressing as rapidly as consistent with such a work, and every promise is given of a well-equipped and handsome structure.



The committee has nothing but commendation for our corps of instructors. They have been, as heretofore, loyal to their duties, notwithstanding the continued inadequate compensation. We are happy to believe that the efforts of the District authorities and of others interested will at no remote day remedy this wrong, to some extent at least.

The normal schools have maintained their usual high standard. We have recently lost from the corps of teachers of Normal School No. 1 Miss Elizabeth V. Brown, who has been appointed as directress of primary work in the graded schools. While the position Miss Brown has received is a promotion, we can but regret that her connection with the normal school must cease, as she has been an efficient and conscientious teacher, laboring earnestly and with most satisfactory results. It is a pleasure to our committee to pay this tribute to Miss Brown's usefulness, and our best wishes follow her to her new sphere of action.

The reports of the superintendent of schools, the director of high schools, and principals of the normal schools set out all data connected with the several schools, and we do not deem it necessary to refer to the same in detail.

We can not close our report, however, without a word of commendation for the regiment and battalion of high school cadets. They have on every occasion reflected credit upon themselves, their officers, and the schools, and are the very best type of youthful American soldiery.

Respectfully,

J. HOLDSWORTH GORDON,  
*Chairman.*



HENRY P. MONTGOMERY SCHOOL, DEDICATED MARCH 29, 1904.



## REPORT OF COMMITTEE ON TEACHERS AND JANITORS.

Gen. HENRY V. BOYNTON,

*President Board of Education.*

DEAR SIR: Your committee on teachers and janitors of the graded schools submits its annual report for the year ending June 30, 1904.

On July 1, 1903, the appropriation by Congress of a salary of \$2,000 for an additional supervisor for the white schools went into effect. Mr. Isaac Fairbrother, principal of Jefferson School and formerly supervising principal of the fourth division, was appointed to this position.

On August 7, 1903, Mr. N. P. Gage, supervising principal of the second division, died suddenly. At the first meeting of the board in September the following resolution was offered by the committee on teachers and janitors and unanimously adopted.

The Board of Education having learned with profound sorrow of the sudden death of Nathaniel Parker Gage, supervising principal of the second division, at Chester, Vt., on the 7th of August, 1903, desires to place upon its records a tribute to a man who in the thirty years of his identification with the Washington schools endeared himself to all who came in contact with him by his unfailing courtesy and gentleness of manner and by his sympathy for and cordial cooperation with all who were associated with him in educational work. Beginning his career in the District schools as a teacher, Mr. Gage's eminent ability soon achieved for him the promotion which he so fitly deserved, and in his new and larger sphere of duty he won the largest measure of success. His mind, broad enough to grasp and deal with the more important phases of educational work, was yet fitted to appreciate the value of details, and thus he was enabled to administer the affairs of his division with satisfaction to his fellow-workers and his superiors and with credit to himself. He was always earnest and faithful in his labors, he was just in his judgments, he was appreciative of loyal endeavor, and in every way contributed to the success of the schools here. The Board of Education feels that it is voicing the sentiment of the entire body of educational workers in the District in thus recording the many virtues and services of Nathaniel Parker Gage.

Mr. Selden M. Ely, principal of the Van Buren School, was appointed to fill the vacancy caused by Mr. Gage's death. Upon the request of the teachers of the second division, Mr. John T. Freeman, supervising principal of the third division, was transferred to the second division, Dr. E. G. Kimball from the fourth to the third, Mr. Isaac Fairbrother from the new ninth to the fourth, and Mr. Ely assigned to the ninth.

### KINDERGARTENS.

With the appropriation of \$40,000 for the maintenance of kindergartens each teacher received a small increase in salary. Two new

kindergartens, including a model kindergarten, were established in the white schools and 2 in the colored schools.

Your committee wishes to acknowledge the courtesy shown by the Phoebe Hearst Kindergarten College by its invitation to our director of kindergartens and a number of principals to attend a course of lectures and lessons given by Miss Susan Blow.

#### JANITORS.

It is fitting that we should speak in commendation of the work done by Mr. Hugh F. McQueeney, the superintendent of janitors, and his corps of men. All during the unusually severe weather of the past winter they labored unceasingly, many of them remaining on duty all night, as well as day, when necessary, in order that the schoolrooms should be warm and comfortable for teachers and scholars. We again most respectfully ask Congress for an increase from \$540 to \$600 for janitors of 8-room furnace-heated buildings and from \$240 to \$360 for janitors of 4-room buildings.

During the past year the whole number of teachers appointed was 91; 47 of these were graduates of Washington Normal School No. 1, 26 graduates of Washington Normal School No. 2, 11 were graduates of other approved normal schools, 4 were holders of certificates granted by the Board of Education, and 3 were temporary teachers. Of these appointments, 39 were made to fill vacancies caused by resignations and 5 by deaths; 1 teacher was dropped, 10 were granted leave of absence, and 10 who were on leave returned to duty; 37 substitute teachers were appointed, and 363 promotions were made; 8 teachers were reduced, 4 at their own request.

The total number of teachers on the rolls of the graded schools at the close of the year was 1,016.

The total number of teachers appointed to the kindergarten schools were 17, 5 of these being temporary teachers. There were 11 substitutes appointed and 152 teachers promoted, 3 resigned, 3 were granted leave of absence, and 1 returned from leave.

The total number of teachers on the kindergarten rolls at the close of the year was 78.

The total number of janitors appointed during the past year was 39. There were 3 temporary and 18 substitute janitors appointed. Thirteen were promoted, 19 resigned, and 1 died; 1 janitor was reduced and 11 dropped from rolls.

The greater number of changes in the janitors' rolls was caused by the transfer of the small cooking, sewing, and manual-training rooms back to the committee on teachers and janitors.

The total number of janitors on the rolls at the close of the year was 165.

Very respectfully,

MARY HOPE WEST,  
*Chairman.*



## REPORT OF COMMITTEE ON INDUSTRIAL EDUCATION AND SPECIAL INSTRUCTION.

Gen. HENRY V. BOYNTON,  
*President Board of Education.*

DEAR SIR: To give in a brief way a review of the work of the committee on industrial education and special instruction for the year ending June 30, 1904, is all this report shall endeavor to do. A more definite delineation of the work of each special department will be found in the reports of the special directors.

Getting into a rut and remaining therein is a phrase that can not be applied to our directors of special instruction, for, with few exceptions, they are a wide-awake set of men and women, who aim by every possible means to bring the department of work confided to them to the highest degree of excellence. In this day of progress and achievement this is no mean praise. The committee is glad to state that the salaries of the directors of physical training, music, and drawing were raised this year to \$1,400, and it earnestly trusts that at no distant day the directors of other departments will be as commensurably rewarded.

### MANUAL TRAINING.

The manual-training idea as it relates to the mental, physical, and moral development of the pupil, is becoming more and more understood by the public mind. Its aim is not to turn out mechanics and tradesmen ready to enter the world's arena of labor, ready to demand high wages or throw down their tools, but to ascertain the adaptabilities of our boys and girls and to so train them in the proper direction that the selection of their life's work will be made easier and ultimate success more accurately assured. This guidance in selection is followed by careful training until the pupil demonstrates independence of thought and originality.

Our manual-training schools of the future will play no little part in the great economic world where situations and complications will arise, and whose cry will be for men and women competent to do some one thing well, and thus form a factor in the continued progress of our Republic. What has been done in this direction, not only in Washington, but in other cities, is but a beginning. It can not be denied

that in such training as that maintained in our two manual-training schools an all-round development is secured that could not otherwise be obtained. This assertion we feel is verified from the fact that we perceive no deficiency in the mentality of the pupils of our manual-training schools, while at the same time we do see them carrying off honors in the military drills and standing in no mean attitude toward athletics.

The experience that has come to our teachers of manual work in the shops situated throughout the District has brought to the work as turned out by the pupils a fair show of improvement. This committee deplores the fact that as yet we have not been able to secure an appreciable increase of the salaries of the shop teachers. Many worthy men are working in this department at salaries far from being commensurate with the value of work rendered. During the past year we have lost several of our best teachers in the McKinley Manual Training School because of low salaries. We trust this state of things will soon cease. A competent and faithful teacher should be worth as much in the District of Columbia as elsewhere. To have it otherwise depreciates the standard of our schools in the public mind.

This committee wishes to express its realization of the deep loss sustained by the McKinley Manual Training School in the death of Miss Frances Layton, teacher of applied design in the drawing department, and also that sustained by the Armstrong Manual Training School in the death of Mr. Gorham Fletcher, a teacher in the business department. Both were energetic, wide-awake teachers, bringing to their work wonderful strength of purpose and originality. We can not readily fill their places with teachers of such ability and broad experience as they possessed.

In the tenth, eleventh, and twelfth divisions there is a crowded condition, owing to the lack of shops. The fifth grade boys in many buildings are compelled to go without this most essential training. The committee recommends the establishing of more shops next year and the appointment of another teacher to meet this need.

We see encouraging results in the way of employment for the boys pursuing the engineer's course. Several graduates of the Armstrong have successfully passed the District examination for engineers and, having received their license as such, are now employed as engineers.

The number of graduates from the McKinley Manual Training School in June was 56—25 from the four-year course and 31 from the two-year course. The number of graduates from the Armstrong Manual Training School in June was 62—8 from the four-year course, 17 from the two-year course, and 21 from the business course. Four certificates were given to boys as engineers and 12 certificates to girls in special courses.



## DRAWING.

The development of accuracy in the doing of things is expected of the student in drawing. If he has had a practical application of all theories taught, its influence will permeate everything he does, whether or not it falls under the direct limitations of line, form, or color. As the basic principal of construction it naturally follows that the best work exhibited in our manual training shops is by the careful, painstaking student of drawing, who seeks to do accurate work rather than show work. If properly taught, as pupils advance their artistic perception of color, form, and proportion increases proportionately, causing many ordinary objects to reveal the beautiful. In fact, a world of beauty springs up where all else before was unnoticed and uninteresting. Nature abounds in beauty that only the well-trained eye detects and the developed mind appreciates. This department stands for just such development. A more definite grasp of construction is obtained in the higher grades, and especially in the manual training schools. The exhibitions given by the various high schools evidence to the public the high degree of excellence attained in the work of this department of instruction. The Western High School it seems to me needs to be especially proud of its yearly exhibits in original and artistic designs, as well as in studies from life and nature.

The introduction into the lower grades of copies from the old masters in painting and sculpture is producing an immeasurable effect upon the art appreciation of the pupils, and especially upon that class of pupils who would otherwise never come in contact with such representations. One of the most interesting sights to be seen in our school system is that of the little tots outlining and filling in with color many varieties of leaves, flowers, fruits, and vegetables. One can readily see how such practice would develop keenly the artistic perception and appreciation of children.

The marriage of one of our drawing teachers caused a vacancy that was filled by a competitive examination. A graduate of our normal school was the successful candidate.

During the year there was 1 resignation, 2 appointments, and 7 promotions in this department.

## MUSIC.

The music department was unusually successful this past year. I remember no time when the interest of the pupils has been more active and wide awake. Musicales were given in many of the buildings, which included work done in every grade from the first to the eighth. The gradual advancement of each grade was very apparent, the eighth grades in many instances giving fair specimens of high school work.

The niche in the scheme of education which the music department fills is not, I fear, fully appreciated by all. We could more readily approximate its worth if we should find ourselves deprived of its elevating influence.

The most interesting musical exercise which it is one's privilege to visit in our schools is that of the kindergarten, where the very foundation is laid for its future development. Children are here taught a degree of musical interpretation that is truly wonderful.

The bringing to the pupils of the high schools artists of true merit was a happy thought of Miss Bentley, the director of music. She thus teaches unconsciously an appreciation to many and instills a worthy ambition in the few who may desire to further pursue a musical education.

The rote recitals of both normal schools are interesting from two standpoints—first, it shows the capabilities of little tots in imitation and musical interpretation, and, secondly, the required musical adaptability of the young woman who is to be the teacher of the succeeding year, and who must for the time be as the little child whom she would teach and guide.

The new high school hymnal, which was carefully compiled by a special committee of the Board of Education is, we trust, acceptable to those who found exceptions to a few of the hymns included in the old hymnal.

The resignation of Mr. Tracy, a valued teacher of music in the high schools, was much deplored by this committee. This was only one of the many losses that comes to the District educationally by the payment of small salaries, as a higher salary would undoubtedly have retained this valuable teacher. The vacancy caused by this resignation was filled by transferring Mr. Hoover, a man of fine musical ability, from the grades to the high school.

During the year there was 1 resignation, 1 permanent appointment, 2 substitute appointments, and 13 promotions in this department.

#### PHYSICAL TRAINING.

It is no longer true, we are glad to state, that physical training is considered a "fad or frill" inserted in an educational system to fill up time or space. That it is as truly an essential as is reading, writing, or arithmetic is the opinion of the National Educational Association of our country. This association insists that every phase of work must have well-founded reasons for existence; must have corresponding results to show its worthiness and related importance.

Physical training is with us, as with many educational systems, an incidental or minor study. As much time is given it as can be spared from other subjects thought to be more important, but, on reflecting, are we not reasoning backward? The healthy, well-developed body



carries with it a correspondingly well-developed mind. Would not our progress be greater mentally if more attention were given to this development?

A request has come to this committee from the director of physical training for a larger teaching corps, but as economy must be practiced it has been deemed advisable to let the corps remain the same, although fewer hours must necessarily be given the work. The committee deplores this very much, and trusts that the appropriations for next year will enable us to grant the director's request.

Our high schools keep up a spirited interest in this work through the valuable aid of Mrs. Walton and Miss Turner. A lack of gymnasium room handicaps to a great extent the thoroughness of work done. It is to be hoped that Congress will be sufficiently liberal in way of buildings and repairs as to admit of the construction of a well-equipped gymnasium in each high school building and in the two manual training school buildings. We regret that the time of Mr. Foley, instructor of athletics, is so taken up in the high schools as to deny the McKinley and Armstrong of his instruction. It is readily apparent that an assistant to Mr. Foley is needed to successfully carry on this work. We hope to secure such an appointment at an early date.

In the normal schools, where special stress is placed upon this subject that our newly placed teachers may readily and intelligently sustain the work of the special teacher in the grades, excellent work is being done by both director and assistant director.

The contesting games between the various high schools and the manual training schools create and sustain a much-desired enthusiasm in the athletics department, which will be highly increased when the playgrounds for such sports are properly conditioned.

During the year there was 1 resignation and 6 promotions in the physical training department.

#### DOMESTIC SCIENCE.

"Right living begets right thinking" would be, I think, an appropriate motto for the domestic-science department. This vitally interesting subject, the science of right living as taught in our schools, is developing year by year. As it pertains to the home life more intimately than any other subject taught in our schools, its practical value can not be overestimated. The director of this department has so supplemented the course of previous years as to bring within the grasp and understanding of all the girls of the two manual training schools the details of housekeeping and the fundamental principles of hygiene, both personal and domestic.

The equipment and accommodations for such teaching is limited and cramped, but the committee hopes that with the increased appropriations that are expected for the two manual training schools to see the

accommodations so enlarged as to permit the highest development of this department. I am sorry to state that this department does not seem so popular among the girls as sewing and millinery. The innate love of girls for personal adornment and decoration may possibly explain the cause; but with a persistent advocacy by the instructors of the importance of a thorough knowledge of the ordinary details that have to do with housekeeping and home making, we hope to have this department as thoroughly enthusiastic as any other.

We are glad to note that the graduates of our schools stand especially well in examinations held for teacherships in domestic science, which fact speaks volumes for the training received. Several graduates of Armstrong have been appointed as teachers of cooking elsewhere; commendatory letters by those in authority have been received by the principal, thus emphasizing the work done in that school.

While the normal course is open to the graduates of both McKinley and Armstrong, we are glad to note that those who choose that course are in the minority. The majority choose rather to pursue some special line of work, like sewing, millinery, and cooking. This is an age of specialization, and the training of young men and women to meet this demand is our purpose.

During the year there was 1 resignation, 2 permanent appointments, 2 temporary appointments, and 8 promotions.

#### DOMESTIC ART.

We have grown to think of the modiste or dressmaker as an artist, because that person is an artist who, with skilled hand and trained mind, develops or brings out the possible beauty of materials and conditions. The elementary principles of sewing, or the foundation of this art, are laid in the primary and intermediate grades, and include the gradual steps from plain sewing or the making of underwear to that of drafting and making waists and skirts in the cutting and fitting shops.

Millinery, which is a principal factor in this art, is not taught in the grades, but proves a successful branch of the work when the manual training schools are reached, where a realization of its artistic possibilities and appreciation is carried to a high degree of excellence.

The practical utility of sewing is emphasized year by year, but only when the two manual training schools are reached do we see the results desired. While many of our pupils when graduated will fall far short of deserving the name artist, yet it is possible for every girl attending our schools to possess at the end of her school life such a knowledge of sewing, millinery, and cooking as to be able to earn a livelihood. Such an advantage is not to be lightly valued in the economy of existence. Being an elective after the first year, we find that this depart-



ment is the most popular one in the two manual training schools, the girls generally seeming to prefer sewing and millinery to cooking.

We feel assured that our corps of sewing teachers is gradually being built up by reason of the competitive examinations held each year, which assure to us the very best material possible. A review by sewing teachers only of the work done by each during the year is one of the features recently inaugurated by the assistant director, Miss Syphax. It shows each teacher how her work compares with that of other teachers and serves as an impetus for better work each year.

During the year there were 2 resignations, 4 permanent appointments, 2 substitute appointments, and 7 promotions in the sewing department.

#### NIGHT SCHOOLS.

As a committee we are especially gratified at the success of the night schools during the past year. Not so much for the larger enrollment that was noted as for the spirit and interest shown by both teachers and pupils. To place within reach of the working class the opportunity for self improvement and development is what our night schools aim to do. The schools are systematically graded, following as near as possible the outline for day schools. That they could not be the same is readily apparent to those studying conditions. The limited time of two hours, from 7.30 to 9.30, the absence of much, if any, time for previous preparation of lessons assigned, and the worn out physical and mental condition of many after a hard day's labor in some capacity or other are some of the backward conditions that confront the night school teacher. That they are difficult can not be denied. We are, as a committee, thankful that we are allowed to appoint day teachers as night teachers, for it has unquestionably been shown that from them we get the best results.

Another good work which our night schools are doing is that of helping to educate the foreign element, many of whom comprise very largely the working class. Their presence is particularly noticed in the Franklin School building, where the foreigners alone make up a room full.

We are sorry to note that the public did not respond to our cooking classes as largely as we had hoped. It seems to us that such an opportunity should be readily seized by the servant class, and that the home makers in particular would try to create in their help an interest in these schools. This department more directly touches upon the home life of both mistress and maid than any other under one supervision. We were particularly disappointed in the attendance in the cooking class at Armstrong. This school should be our strongest center, for there we have every modern improvement and equipment for properly

carrying on the work. While this particular branch has been weak, the schools as a whole have progressed under the careful and competent direction of Mr. Kramer, the director.

The committee regretted very much to lose the efficient services of Mr. F. L. Cardozo as assistant director, caused by his promotion to a supervisorship. We have secured, however, in his successor, Dr. Bruce Evans, a man equally as able and as energetic. With the experience that he brings to the work we feel that the schools under his direct charge will be especially benefited.

Since Congress has removed the age limit of 21 years, the schools of next year will show a still larger enrollment.

During the year 17 teachers resigned, and 63 teachers, 7 janitors, and 1 engineer were appointed in the night schools.

Most respectfully submitted.

BETTIE G. FRANCIS, *Chairman.*







WILLIAM CRANCH SCHOOL, ERECTED 1872. FOUR-ROOM ADDITION BUILT 1903



## REPORT OF SUPERINTENDENT STUART.

### *To the Board of Education:*

I have the honor to place before you my annual report of the schools of the District of Columbia, which includes reports from the director of high schools, the director of manual training schools, the principals of the normal schools, the directors of cooking, sewing, physical training, and drawing, together with that of the supervising principals having charge of the grade schools.

#### Number of pupils enrolled:

First nine divisions.....	36, 107
Tenth, eleventh, and twelfth divisions.....	13, 682

Total .....	49, 789
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Number of white pupils (male, 16,465; female, 17,307) .....	33, 772
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Number of colored pupils (male, 7, 140; female, 8,877) .....	16, 017
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Total .....	49, 789
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Number of pupils in city schools (white, 27,167; colored, 13,425).....	40, 592
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Number of pupils in county schools (white, 6,605; colored, 2,592) .....	9, 197
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Total .....	49, 789
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Number of male pupils (white, 16,465; colored, 7,140).....	23, 605
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Number of female pupils (white, 17,307; colored 8,877) .....	26, 184
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Total .....	49, 789
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	Male.	Female.	Total.
Number of pupils in normal schools .....	13	150	163
Number of pupils in high schools .....	935	1, 834	2, 769
Number of pupils in manual training schools.....	563	383	946
Number of pupils in grammar and primary schools .....	21, 135	22, 838	43, 973
Number of pupils in kindergartens .....	959	979	1, 938
Total .....	23, 605	26, 184	49, 789

## PER CENT OF TEACHERS.

The per cent of all teachers was: White—male, 6.60; female, 61.12; total, 67.72. Colored—male, 5.75; female, 26.53; total, 32.28, distributed as follows:

	White.		Colored.		Total.		Total.
	Male.	Female.	Male.	Female.	Male.	Female.	
Supervising principals .....	0.63		0.21		0.84		0.84
Directors of primary work .....		0.14		0.07		0.21	0.21
Special .....	1.05	4.07	.91	1.76	1.96	5.83	7.79
Normal schools .....		.70		.49		1.19	1.19
High schools .....	2.46	5.26	1.05	.77	3.51	6.03	9.54
Manual training schools .....	1.34	1.19	1.19	.77	2.53	1.96	4.49
Grammar and primary schools .....	1.05	45.34	2.39	20.42	3.44	65.76	69.20
Assistants to principals .....	.07	.77		.42	.07	1.19	1.26
Kindergartens .....		3.65		1.83		5.48	5.48
Total .....	6.60	61.12	5.75	26.53	12.35	87.65	100.00

The per cent of white teachers was: Male, 9.74; female, 90.26; distributed as follows:

	Male.	Female.	Total.
Supervising principals .....	0.91		0.91
Director of primary work .....		0.21	0.21
Special .....	1.55	6.01	7.56
Normal school .....		1.01	1.01
High schools .....	3.63	7.77	11.40
Manual training school .....	1.97	1.76	3.73
Grammar and primary schools .....	1.55	66.94	68.49
Assistants to principals .....	.10	1.14	1.24
Kindergartens .....		5.33	5.33
Total .....	9.74	90.26	100

The per cent of colored teachers was: Male, 17.83; female, 82.17; distributed as follows:

	Male.	Female.	Total.
Supervising principals .....	0.65		0.65
Assistant director of primary work .....		0.22	0.22
Special .....	2.83	5.43	8.26
Normal school .....		1.52	1.52
High school .....	3.26	2.39	5.65
Manual training school .....	3.70	2.39	6.09
Grammar and primary schools .....	7.39	63.26	70.65
Assistants to principals .....		1.31	1.31
Kindergartens .....		5.65	5.65
Total .....	17.83	82.17	100

## ENROLLMENT.

The number of pupils enrolled was 49,789—33,772 white and 16,017 colored. This shows an increase of 1,044, or 2.14 per cent over the previous year.

The average enrollment was 42,130, or 3.24 per cent above that of the previous year.

The average number of pupils in daily attendance was 39,300.



## TEACHERS.

There were employed 1,425 teachers, as follows:

	Males.	Females.	Total.
First nine divisions .....	106	918	1,024
Tenth, eleventh, and twelfth divisions .....	70	331	401
Total .....	176	1,249	1,425
Number of white teachers .....	94	871	965
Number of colored teachers .....	82	378	460
Total .....	176	1,249	1,425
City schools:			
White .....	83	733	816
Colored .....	65	329	394
Total .....	148	1,062	1,210
County schools:			
White .....	11	138	149
Colored .....	17	49	66
Total .....	28	187	215

Teachers were distributed as follows:

	White.	Colored.	Total.
Supervising principals .....	9	3	12
Director of high schools .....	1	0	1
Director of manual training schools .....	1	0	1
Director of primary work .....	1	0	1
Assistant directors of primary work .....	1	1	2
Normal schools .....	10	7	17
High schools .....	109	26	135
Manual training schools .....	35	28	63
Grammar schools .....	285	106	391
Primary schools .....	376	219	595
Assistants to principals .....	12	6	18
Kindergartens .....	52	26	78
Music .....	10	7	17
Drawing .....	7	7	14
Manual training in grades .....	14	4	18
Cooking .....	14	6	20
Sewing .....	20	10	30
Physical training .....	6	4	10
Librarian .....	1	0	1
Assistant .....	1	0	1
Total .....	965	460	1,425

The day schools cost—

Officers .....	\$18,490.00
Teachers and supervisors .....	953,796.67
Kindergarten instruction <sup>a</sup> .....	<sup>b</sup> 34,715.41
Janitors and care of buildings and grounds .....	84,237.88
Medical inspectors .....	4,458.61
Rent of school buildings and repair shop .....	14,193.50
Industrial instruction, including manual training, cooking, and sewing <sup>c</sup> ..	18,858.42
Fuel <sup>d</sup> .....	68,273.52

<sup>a</sup> The appropriation was decreased by \$230, which was transferred to and included in the deficiency appropriation for contingent expenses.

<sup>b</sup> Includes \$2,336.91 paid for kindergarten materials, etc.

<sup>c</sup> The appropriation was increased by a deficiency of \$2,500, after deducting \$520.

<sup>d</sup> The appropriation was increased by a deficiency of \$30,000.

Furniture for new school buildings .....	12, 235. 11
Contingent expenses, including printing, etc. <sup>a</sup> .....	35, 745. 25
Purchase of pianos .....	2, 475. 00
Text-books and supplies for the first eight grades .....	52, 374. 88
Flags .....	997. 42
Fire extinguishers and fire escapes .....	2, 392. 12
Extending telephone system .....	4, 862. 15
Repairs and improvements to school buildings and grounds <sup>b</sup> .....	57, 451. 86
Repairs to and changes in plumbing .....	25, 000. 00
Repairing and renewing heating and ventilating apparatus <sup>c</sup> .....	5, 496. 49
New buildings and grounds .....	180, 300. 00
Total .....	1, 576, 354. 29

There were enrolled in the night schools 1,599 persons, of whom 1,019 are white and 580 colored, who were taught by 50 teachers, 27 white and 23 colored. There were 20 male teachers, 12 white and 8 colored; and 30 female teachers, 15 white and 15 colored.

The night schools cost—

For teachers ( <sup>d</sup> ) .....	\$7, 999. 50
For janitors ( <sup>d</sup> ) .....	799. 50
For contingent expenses .....	499. 75
Total .....	9, 298. 75

The night schools were in session 74 nights.

School.	Whole enrollment.			Average enrollment.	Average attendance.	Per cent of attendance.	Number of nights open.	Number of teachers.
	Male.	Female.	Total.					
WHITE.								
Business night high.....	149	113	262	138	119	86.5	74	6
Franklin.....	206	58	264	132	99	75	74	7
Gales.....	146	57	203	133	104	78.7	75	6
Greenleaf.....	194	96	290	120	88	73.1	74	8
Total.....	546	211	757	385	291	75.7	.....	21
Total white.....	695	324	1,019	523	410	78.6	.....	27
COLORED.								
Armstrong.....	81	126	207	112	84	75.3	74	8
Randall.....	100	89	189	178	134	75	74	8
Stevens.....	103	81	184	145	121	83.2	74	7
Total colored.....	284	296	580	435	339	77.8	.....	23
Grand total.....	979	620	1,599	958	749	78.2	74	50

<sup>a</sup> The appropriation was increased by a deficiency of \$750.

<sup>b</sup> The appropriation was increased by a deficiency of \$2,500.

<sup>c</sup> The appropriation was increased by a deficiency of \$2,000.

<sup>d</sup> Includes part of a supplementary appropriation of \$2,800.

<sup>e</sup> Including director.

<sup>f</sup> Including a manual training and a cooking school.

<sup>g</sup> Including manual training, cooking, sewing, and millinery departments.

<sup>h</sup> Including assistant director.

<sup>i</sup> Including a cooking school.



The relative numbers of pupils enrolled in the different grades of our schools are shown by the following:

School.	White.	Colored.
Normal .....	85	78
High .....	2,232	537
Manual training .....	543	403
Grammar .....	12,121	3,916
Primary .....	17,500	10,436
Kindergarten .....	1,291	647
Total .....	33,772	16,017

The day schools were in session 181 days.

TABLE I.—Showing attendance and cost of white and colored schools.

	White.	Colored.	Total.
<b>Whole enrollment:</b>			
Normal schools .....	85	78	163
High schools .....	2,232	537	2,769
Manual training schools .....	543	403	946
Grammar and primary schools .....	29,621	14,352	43,973
Kindergartens .....	1,291	647	1,938
Total .....	33,772	16,017	49,789
Increase for the year .....	785	259	1,044
Per cent of increase .....	2.37	1.64	2.14
<b>Average enrollment:</b>			
Normal schools .....	83	75	158
High schools .....	1,972	491	2,463
Manual training schools .....	478	315	793
Grammar and primary schools .....	25,413	12,020	37,433
Kindergartens .....	856	427	1,283
Total .....	28,802	13,328	42,130
Increase for the year .....	918	407	1,325
Per cent of increase .....	3.29	3.14	3.24
<b>Average attendance:</b>			
Normal schools .....	81	73	154
High schools .....	1,856	467	2,323
Manual training schools .....	454	290	744
Grammar and primary schools .....	23,600	11,349	34,949
Kindergartens .....	744	386	1,130
Total .....	26,735	12,565	39,300
Increase for the year .....	817	445	1,262
Per cent of increase .....	3.11	3.67	3.31
<b>Whole enrollment:</b>			
Boys .....	16,465	7,140	23,605
Girls .....	17,307	8,877	26,184
Total .....	33,772	16,017	49,789
Whole enrollment in night schools .....	979	620	1,599
Grand total .....	34,751	16,637	51,388
<b>School buildings:<sup>a</sup></b>			
Owned <sup>b</sup> .....	83	44	127
Rented .....	11	1	15
Total .....	97	45	142
<b>Schoolrooms:<sup>a</sup></b>			
Owned <sup>b</sup> .....	649	311	960
Rented .....	42	10	52
Total .....	691	321	1,012
<b>Number of teachers:</b>			
Males .....	94	82	176
Females .....	871	378	1,249
Total .....	965	460	1,425
Night schools .....	27	23	50
Grand total .....	992	483	1,475
<b>Cost of tuition per pupil, including supervision, based on the average enrollment.</b>	\$23.89	\$23.04	\$23.62
<b>Cost per pupil for all expenses, except repairs and permanent improvements, based on the average enrollment.</b>			\$31.04

<sup>a</sup>Not including high schools, manual training schools, repair shop, and abandoned buildings.

<sup>b</sup>Includes Industrial Home and Orphans' Home, not owned.

TABLE II.—Whole enrollment of pupils in the several kinds and grades of schools in the District of Columbia for the school year ending June 30, 1904.

Grade.	White.	Colored.	Total.
Normal schools.....	85	78	163
High schools.....	2,232	537	2,769
Manual training schools.....	543	403	946
Total.....	2,860	1,018	3,878
Grammar schools, city:			
Eighth grade.....	1,946	474	2,420
Seventh grade.....	2,176	605	2,871
Sixth grade.....	2,530	842	3,372
Fifth grade.....	3,099	1,244	4,343
Total.....	9,751	3,255	13,006
Primary schools, city:			
Fourth grade.....	3,232	1,626	4,858
Third grade.....	3,252	1,753	5,005
Second grade.....	3,191	1,999	5,193
First grade.....	3,965	3,220	7,185
Total.....	13,643	8,598	22,241
County schools.....	6,227	2,499	8,726
Kindergartens:			
City.....	913	554	1,467
County.....	378	93	471
Total.....	1,291	647	1,938
Grand total.....	33,772	16,017	49,789

TABLE III.—Whole enrollment of pupils, boys and girls, white and colored, in the District of Columbia, by grades, for the school year ending June 30, 1904.

	Boys.	Girls.	Total.	Per cent.
Normal schools.....	13	150	163	0.33
High schools.....	935	1,834	2,769	5.56
Manual training schools.....	563	383	946	1.90
Eighth grade.....	1,261	1,689	2,950	5.93
Seventh grade.....	1,481	2,040	3,521	7.07
Sixth grade.....	1,755	2,412	4,167	8.37
Fifth grade.....	2,584	2,815	5,399	10.84
Fourth grade.....	2,875	3,105	5,980	12.01
Third grade.....	3,107	3,206	6,313	12.68
Second grade.....	3,317	3,200	6,517	13.09
First grade.....	4,755	4,371	9,126	18.33
Kindergarten.....	959	979	1,938	3.89
Total.....	23,605	26,184	49,789	100.00
SUMMARY.				
Normal, high, and manual training schools.....	1,511	2,367	3,878	7.79
Grammar schools.....	7,081	8,956	16,037	32.21
Primary schools.....	14,054	13,882	27,936	56.11
Kindergartens.....	959	979	1,938	3.89
Total.....	23,605	26,184	49,789	100.00



The whole number of schools below the high schools was as follows:

Grade.	White.	Colored.	Total.
Grammar schools, city:			
Eighth grade.....	47	13	60
Seventh grade.....	50	17	67
Sixth grade.....	57	23	80
Fifth grade.....	67	29	96
Total .....	221	82	303
Primary schools, city:			
Fourth grade.....	71	35	106
Third grade.....	74	41	115
Second grade.....	75	49	124
First grade.....	83	65	148
Total .....	303	190	493
County schools.....	149	62	211
Kindergartens:			
City.....	18	11	29
County.....	7	2	9
Grand total.....	698	347	1,045
Number of whole-day schools.....	456	195	651
Number of enforced half-day schools <sup>a</sup> .....	152	100	252
Number of not enforced half-day schools.....	65	39	104
Number of kindergartens.....	25	13	38
Total .....	698	347	1,045

<sup>a</sup> Number of half-day schools above the second grade, 28.

The average number of pupils to the school, based on the whole enrollment, was as follows:

	White.	Colored.	Total.
High schools (to a teacher, excluding principals).....	21.2	21.4	21.3
Manual training schools (to a teacher, excluding principals).....	15.9	14.9	15.5
Grammar schools, city:			
Eighth grade.....	41.4	36.4	40.3
Seventh grade.....	43.5	40.8	42.8
Sixth grade.....	44.3	36.6	42.1
Fifth grade.....	46.2	42.8	45.2
Primary schools, city:			
Fourth grade.....	45.5	46.4	45.8
Third grade.....	43.9	42.7	43.5
Second grade.....	42.5	40.7	41.8
First grade.....	46.5	49.5	48.5
County schools.....	41.7	40.3	41.3
Kindergartens:			
City.....	50.7	50.3	50.5
County.....	54.0	46.5	52.3

One thousand four hundred and twenty-five teachers were employed, as follows:

	White.	Colored.	Total.
Supervising principal.....	9	3	12
Director of high schools.....	1	0	1
Director of manual training schools.....	1	0	1
Director of primary work.....	1	0	1
Assistant director of primary work.....	1	1	2
Normal schools.....	10	7	17
High schools.....	109	26	135
Manual training schools.....	35	28	63
Total .....	167	65	232

	White.	Colored.	Total.
<b>Grammar schools, city:</b>			
Eighth grade.....	17	13	60
Seventh grade.....	50	17	67
Sixth grade.....	57	23	80
Fifth grade.....	67	29	96
Total.....	221	82	303
<b>Primary schools, city:</b>			
Fourth grade.....	69	35	104
Third grade.....	72	38	110
Second grade.....	71	46	117
First grade.....	79	62	141
Total.....	291	181	472
Assistants to principals.....	12	6	18
County schools.....	149	62	211
<b>Kindergartens:</b>			
City.....	38	22	60
County.....	14	4	18
Total.....	52	26	78
Teachers of music.....	10	7	17
Teachers of drawing.....	7	7	14
Teachers of manual training in grades.....	14	1	18
Teachers of cooking.....	14	6	20
Teachers of sewing.....	20	10	30
Teachers of physical training.....	6	4	10
Librarian.....	1	0	1
Assistant.....	1	0	1
<b>Grand total.....</b>	<b>965</b>	<b>460</b>	<b>1,425</b>

The cost for members of the board of education, office force, supervision, and teaching was as follows:

	White.	Colored.	Total.
5 members of the board of education.....	\$2,450.00		\$2,450.00
2 members of the board of education.....		\$920.00	920.00
1 secretary.....	2,000.00		2,000.00
1 clerk.....	1,400.00		1,400.00
1 clerk.....		1,000.00	1,000.00
1 clerk.....	1,000.00		1,000.00
1 messenger.....	720.00		720.00
Total.....	7,570.00	1,920.00	9,490.00
Cost per pupil (estimated on average enrollment).....	.26	.14	.22
<b>Supervision:</b>			
1 superintendent.....	4,000.00		4,000.00
1 assistant superintendent.....	2,500.00		2,500.00
1 assistant superintendent.....		2,500.00	2,500.00
9 supervising principals.....	18,000.00		18,000.00
3 supervising principals.....		6,000.00	6,000.00
1 director of primary work.....	1,500.00		1,500.00
1 assistant director of primary work.....		1,100.00	1,100.00
1 assistant director of primary work.....	800.00		800.00
1 librarian.....	800.00		800.00
1 assistant.....	500.00		500.00
Total.....	28,100.00	9,600.00	37,700.00
Cost per pupil (estimated on average enrollment).....	.97	.72	.89
<b>Tuition:</b>			
Normal schools—			
1 principal.....	1,800.00		1,800.00
1 principal.....		1,800.00	1,800.00
9 teachers.....	8,750.00		8,750.00
6 teachers.....		5,200.00	5,200.00
Total.....	10,550.00	7,000.00	17,550.00
Cost per pupil (estimated on average enrollment).....	51.46	33.06	42.23

<sup>a</sup> This includes the cost of teaching 12 practice schools, \$6,277.44.

<sup>b</sup> This includes the cost of teaching 9 practice schools, \$4,534.84.



	White.	Colored.	Total.
<b>Tuition—Continued.</b>			
High schools—			
1 director.....	\$2,500.00	.....	\$2,500.00
4 principals.....	7,200.00	.....	7,200.00
1 principal.....	.....	\$1,800.00	1,800.00
105 teachers.....	94,820.10	.....	94,820.10
25 teachers.....	.....	20,587.90	20,587.90
Total.....	104,520.10	22,387.90	126,908.00
Cost per pupil (estimated on average enrollment).....	53.00	45.59	51.60
Manual-training schools—			
1 director.....	2,000.00	.....	2,000.00
1 principal.....	1,800.00	.....	1,800.00
1 principal.....	.....	1,800.00	1,800.00
34 teachers.....	29,452.25	.....	29,452.25
27 teachers.....	.....	22,100.00	22,100.00
Total.....	33,252.25	23,900.00	57,152.25
Cost per pupil (estimated on average enrollment).....	69.56	75.87	72.07
Grammar schools, city—			
47 eighth, 50 seventh, 57 sixth, 67 fifth grade schools.....	189,155.00	.....	189,155.00
13 eighth, 17 seventh, 23 sixth, 29 fifth grade schools.....	.....	66,275.00	66,275.00
Total.....	189,155.00	66,275.00	255,430.00
Cost per pupil (estimated on average enrollment).....	22.49	23.14	22.66
Primary schools, city—			
71 fourth, 74 third, 75 second, 83 first grade schools.....	145,913.73	.....	145,913.73
35 fourth, 41 third, 49 second, 65 first grade schools.....	.....	99,442.69	99,442.69
Total.....	<sup>a</sup> 145,913.73	<sup>b</sup> 99,442.69	245,356.42
Cost per pupil (estimated on average enrollment).....	13.07	14.51	13.62
Assistants to principals—			
11 assistants.....	5,175.00	.....	5,175.00
6 assistants.....	.....	2,800.00	2,800.00
Total.....	5,175.00	2,800.00	7,975.00
Cost per pupil (estimated on average enrollment).....	.25	.27	.26
Special teachers—			
10 music teachers, 7 drawing teachers, 6 teachers of physical training.....	18,425.00	.....	18,425.00
7 music teachers, 7 drawing teachers, 4 teachers of physical training.....	.....	13,425.00	13,425.00
Total.....	18,425.00	13,425.00	31,850.00
Cost per pupil (estimated on the average enrollment).....	.66	1.00	.75
Manual training in grade schools—			
Carpentry, 14; cooking, 14; sewing, 20.....	32,575.00	.....	32,575.00
Carpentry, 4; cooking, 6; sewing, 10.....	.....	12,750.00	12,750.00
Total.....	32,575.00	12,750.00	45,325.00
Cost per pupil (estimated on the average enrollment).....	1.13	.95	1.07
County schools—			
149 teachers.....	97,875.00	.....	97,875.00
62 teachers.....	.....	39,200.00	39,200.00
Total.....	97,875.00	39,200.00	137,075.00
Cost per pupil (estimated on average enrollment).....	18.24	14.76	18.64
Assistants to principals—			
1 assistant.....	475.00	.....	475.00
Total.....	475.00	.....	475.00
Cost per pupil (estimated on the average enrollment).....	.08	.....	.08
Kindergartens—			
City.....	16,335.00	8,643.50	24,978.50
County.....	5,700.00	1,700.00	7,400.00
Total.....	22,035.00	10,343.50	32,378.50
Cost per pupil (estimated on average enrollment)—			
City.....	27.08	23.42	25.69
County.....	22.52	29.31	23.79
Total.....	25.74	24.22	25.23

<sup>a</sup>To be increased by the cost of teaching 12 practice schools, \$6,277.44.

<sup>b</sup>To be increased by the cost of teaching 9 practice schools, \$4,594.88.

## SUMMARY.

Total cost of board of education and office force .....	\$9,490.00
Total cost of instruction, including supervision .....	995,175.17
Whole number of pupils enrolled.....	49,789
Average number of pupils enrolled.....	42,130
Average number of pupils in daily attendance .....	39,300
Average cost of instruction, including supervision, estimated on—	
1. Whole enrollment.....	19.98
2. Average enrollment.....	23.62
3. Average attendance.....	25.32
<i>Janitors.</i>	
Total amount expended .....	84,237.88
<i>Medical inspectors.</i>	
Total amount expended .....	4,458.61
<i>Contingent expenses.</i>	
Total amount expended .....	35,745.25
Average amount per pupil (estimated on the average enrollment).....	.84
<i>Text-books and supplies for first eight grades.</i>	
Total amount expended .....	52,374.88
Average amount per pupil.....	1.19
<i>Industrial instruction.</i>	
Total amount expended .....	18,858.42
<i>Fuel.</i>	
Total amount expended .....	68,273.52
<i>Rent.</i>	
Total amount expended .....	14,193.50
<i>Flags.</i>	
Total amount expended .....	997.42
<i>Fire extinguishers and fire escapes.</i>	
Total amount expended .....	2,392.12
<i>Extending telephone system.</i>	
Total amount expended .....	4,862.15
<i>Furniture for new buildings.</i>	
Total amount expended .....	12,235.11
<i>Pianos.</i>	
Total amount expended .....	2,475.00
<i>Kindergartens.</i>	
Total amount expended (exclusive of salaries) .....	2,336.91
Average amount per pupil (estimated on average enrollment) .....	1.82
SUMMARY.	
Amount expended, grand total.....	1,308,105.94
Average cost per pupil (including all high, normal, and manual training schools) for all expenses except repairs and permanent improvements:	
1. On whole enrollment .....	26.27
2. On average enrollment.....	31.04
3. On average attendance .....	33.29
<i>Supervision.</i>	
One superintendent.....	4,000.00
One assistant superintendent.....	2,500.00
One assistant superintendent <sup>a</sup> .....	2,500.00
Nine supervising principals.....	18,000.00
Three supervising principals <sup>a</sup> .....	6,000.00
One director of primary work .....	1,500.00
One assistant director of primary work <sup>a</sup> .....	1,100.00
One assistant director of primary work .....	800.00
One librarian .....	800.00
One assistant.....	500.00
Total cost of supervision.....	37,700.00
Average cost per pupil (estimated on the average enrollment) .....	.89

<sup>a</sup> Colored.



## NORMAL SCHOOLS.

	No. 1.	No. 2. <sup>a</sup>	Total.
Number of teachers trained.....	85	78	163
Average attendance.....	81	73	154
Number of teachers employed.....	10	7	17
Average salary.....	\$1,055.00	\$1,000.00	\$1,032.34

<sup>a</sup> Colored.

## HIGH SCHOOLS.

	Central.	Eastern.	Western.	Business.	M Street. <sup>a</sup>	Total.
Number of pupils enrolled (boys, 935; girls, 1,834).....	862	314	343	713	532	2,769
Average enrollment.....	778	287	300	607	491	2,463
Average attendance.....	731	271	281	573	467	2,323
Per cent of attendance.....	93.2	94.3	93.8	94.4	95.2	94.3
Average number of cases of tardiness per month.....	127.7	40.5	73.6	75.3	84.5	401.6
Number of teachers employed.....	<sup>b</sup> 47	20	16	26	26	<sup>b</sup> 135
Average salary paid.....	\$970.94	\$938.50	\$922.23	\$879.23	\$861.07	<sup>c</sup> \$933.14
Cost of tuition per pupil (estimated on average enrollment).....	\$58.65	\$65.40	\$49.18	\$37.66	\$45.59	<sup>c</sup> \$51.60

<sup>a</sup> Colored.<sup>b</sup> Excluding director.<sup>c</sup> Includes director.

## MANUAL TRAINING SCHOOLS.

	McKinley.	Armstrong. <sup>a</sup>	Total.
Number of pupils enrolled (boys, 563; girls, 383).....	543	403	946
Average enrollment.....	476	315	793
Average attendance.....	454	290	744
Per cent of attendance.....	94.9	91.9	93.8
Average number of cases of tardiness per month.....	141.0	35.4	176.1
Number of teachers employed.....	<sup>b</sup> 35	28	<sup>b</sup> 63
Average salary paid.....	\$935.77	\$853.56	<sup>c</sup> \$893.00
Cost of tuition per pupil (estimated on average enrollment).....	\$68.51	\$75.87	<sup>c</sup> \$72.07

<sup>a</sup> Colored.<sup>b</sup> Excluding director.<sup>c</sup> Includes director.

## GRAMMAR AND PRIMARY SCHOOLS.

	White.	Colored.	Total.
Number of pupils enrolled.....	29,621	14,352	43,973
Average enrollment.....	25,413	12,020	37,433
Average attendance.....	23,600	11,349	34,949
Per cent of attendance.....	92.8	94.4	93.3
Average number of cases of tardiness per month.....	2,968.1	789.4	3,757.5
Number of pupils dismissed.....	8	0	8
Number of corporal punishments.....	29	31	60
Number of teachers employed.....	673	331	1,004
Average salary paid.....	\$651.69	\$627.54	\$643.73
Average number of pupils to teacher (estimated on average enrollment).....	37.7	36.3	37.2
Cost of tuition per pupil (estimated on average enrollment).....	\$17.25	\$17.28	\$17.26

## KINDERGARTENS.

Number of pupils enrolled.....	1,291	647	1,938
Average enrollment.....	856	427	1,283
Average attendance.....	714	386	1,130
Per cent of attendance.....	86.9	90.3	88.0
Average number of cases of tardiness per month.....	101.1	37.2	138.3
Number of teachers employed.....	<sup>a</sup> 52	26	78
Average salary paid.....	\$423.75	\$397.14	\$415.10
Average number of pupils to the teacher (estimated on average enrollment).....	16.5	16.4	16.4
Cost of tuition per pupil (estimated on average enrollment).....	\$25.74	\$24.22	\$25.23

<sup>a</sup> Includes the director and music teacher.

## SPECIAL TEACHERS.

	White.	Colored.	Total.
Music.....	10	7	17
Drawing.....	7	7	14
Physical training.....	6	4	10
Average salary paid:			
Music.....	\$762.50	\$785.71	\$772.05
Drawing.....	\$833.33	\$696.42	\$769.64
Physical training.....	\$816.66	\$762.50	\$795.00
Average cost per pupil for special tuition (estimated on the average enrollment).....	\$0.63	\$1.00	\$0.75

TEACHERS OF MANUAL TRAINING.<sup>a</sup>

Carpentry.....	14	4	18
Cooking.....	14	6	20
Sewing.....	20	10	30
Average salary paid:			
Carpentry.....	\$808.92	\$700.00	\$784.72
Cooking.....	\$666.07	\$641.66	\$658.75
Sewing.....	\$596.25	\$610.00	\$600.83
Average cost per pupil for manual training (estimated on average enrollment).....	\$1.13	\$0.95	\$1.07

<sup>a</sup> For grade schools.

## NIGHT SCHOOLS.

Number of nights open.....	74
Whole number of pupils enrolled.....	1,599
Average number of pupils enrolled.....	958
Average number of pupils in attendance.....	719
Per cent of attendance.....	78.2
Number of teachers, including principals and directors.....	50
Average salary paid.....	\$159.90
Cost of tuition per pupil (based on average enrollment).....	\$8.34

TABLE IV<sup>1</sup>.—Whole enrollment of white pupils in the District of Columbia, by grades, for the school year ending June 30, 1904.

Grade.	Boys.	Girls.	Total.	Per cent.
Normal school.....	1	84	85	0.25
High school.....	800	1,432	2,232	6.61
Manual training school.....	405	138	543	1.61
Eighth grade.....	1,059	1,316	2,375	7.03
Seventh grade.....	1,197	1,494	2,691	7.97
Sixth grade.....	1,398	1,751	3,149	9.32
Fifth grade.....	1,942	1,964	3,906	11.57
Fourth grade.....	2,029	2,029	4,058	12.02
Third grade.....	2,091	2,092	4,183	12.38
Second grade.....	2,158	1,942	4,100	12.11
First grade.....	2,728	2,431	5,159	15.28
Kindergarten.....	657	634	1,291	3.82
Total.....	16,465	17,307	33,772	100
SUMMARY.				
Normal, high, and manual training schools.....	1,206	1,654	2,860	8.47
Grammar schools.....	5,596	6,523	12,121	35.89
Primary schools.....	9,006	8,494	17,500	51.82
Kindergartens.....	657	634	1,291	3.82
Total.....	16,465	17,307	33,772	100



TABLE IV<sup>2</sup>.—Whole enrollment of colored pupils in the District of Columbia, by grades, for the school year ending June 30, 1904.

Grade.	Boys.	Girls.	Total.	Per cent.
Normal school .....	12	66	78	0.49
High school .....	135	402	537	3.35
Manual training school .....	158	245	403	2.52
Eighth grade .....	202	373	575	3.59
Seventh grade .....	284	546	830	5.18
Sixth grade .....	357	661	1,018	6.36
Fifth grade .....	642	851	1,493	9.32
Fourth grade .....	846	1,076	1,922	12
Third grade .....	1,016	1,114	2,130	13.30
Second grade .....	1,159	1,258	2,417	15.09
First grade .....	2,027	1,940	3,967	24.77
Kindergarten .....	302	345	647	4.03
Total .....	7,140	8,877	16,017	100
SUMMARY.				
Normal, high, and manual training schools .....	305	713	1,018	6.36
Grammar schools .....	1,485	2,431	3,916	24.45
Primary schools .....	5,048	5,388	10,436	65.16
Kindergartens .....	302	345	647	4.03
Total .....	7,140	8,877	16,017	100

Owned and rented buildings used by the schools during the school year ending June 30, 1904.

Division.	Buildings. <sup>a</sup>			Rooms. <sup>a</sup>		
	Owned.	Rented.	Total.	Owned. <sup>b</sup>	Rented.	Total.
First .....	11	—	11	100	—	100
Second .....	8	3	11	77	23	100
Third .....	9	—	9	82	—	82
Fourth .....	9	1	10	76	2	78
Fifth .....	<sup>c</sup> 14	2	16	84	5	89
Sixth .....	9	5	14	60	7	67
Seventh:						
White .....	7	—	7	44	—	44
Colored .....	<sup>d</sup> 9	—	9	37	—	37
Eighth:						
White .....	8	1	9	54	2	56
Colored .....	4	—	4	22	—	22
Ninth .....	8	2	10	72	3	75
Tenth <sup>e</sup> .....	10	1	10	79	10	89
Eleventh <sup>e</sup> .....	12	—	12	93	—	93
Twelfth <sup>e</sup> .....	9	—	9	80	—	80
Total .....	127	15	142	960	52	1,012
White .....	83	14	97	649	42	691
Colored .....	44	1	45	311	10	321
Total .....	127	15	142	960	52	1,012

<sup>a</sup> Not including 5 high schools, 2 manual training schools, repair shop, and abandoned buildings.<sup>b</sup> These rooms are regular schoolrooms. Basement rooms not counted in this table.<sup>c</sup> Including Industrial Home, not owned by the schools.<sup>d</sup> Including Orphaus' Home, not owned by the schools.<sup>e</sup> Colored.

*Text-books and supplies for the first eight grades.*

	Quantity.	Cost.
<b>BOOKS.</b>		
Aesop's Fables .....	300	\$69.75
Algebra, Wentworth's .....	756	672.84
Arithmetic:		
Cook and Cropsey's .....	1,584	847.44
Giffin's .....	150	119.50
Milne's Elements of .....	600	137.50
Milne's Standard .....	1,344	666.40
Rational Elementary .....	6,000	2,225.80
Arithmetic reader:		
Second grade .....	600	95.00
Third grade .....	960	190.40
Civil government:		
Fiske's .....	340	289.27
Judson's Young America .....	2,000	959.80
Civics for young Americans .....	500	249.00
Copy books:		
Normal series—		
Book No. 3 .....	6,240	322.40
Book No. 4 .....	6,240	322.40
Book No. 5 .....	5,400	279.00
Book No. 6 .....	4,560	235.60
Writing tablets, Cadmus—		
Book No. 1 .....	5,000	750.00
Book No. 2 .....	1,000	150.00
Book No. 3 .....	600	90.00
Book No. 6 .....	400	40.00
Dictionary:		
Webster's High School .....	144	108.00
Worcester's Comprehensive .....	648	594.00
Essentials of Health, Stowell's .....	216	150.30
Evangeline .....	456	64.72
Geography:		
Adams's Elementary Commercial .....	600	588.25
Carpenter's North American .....	801	439.50
Frye's Complete .....	21	20.88
Frye's Grammar School .....	672	669.48
Frye's Primary .....	480	228.40
Redway's Natural Advanced .....	955	911.23
Redway's Natural Elementary .....	1,011	463.37
Grammar:		
Buehler's .....	468	222.30
Mother Tongue .....	684	243.96
Wheeler's .....	433	137.84
Language Through Literature and Art .....	400	160.00
Hans Andersen Stories .....	288	92.16
History:		
Fiske's .....	216	183.60
McMaster's School .....	636	484.95
Montgomery's American .....	972	775.17
Montgomery's Beginners' .....	360	171.90
Hygiene, Krohn's First Book .....	600	172.80
Irving, Warner, and Whitner .....	192	76.80
Merchant of Venice .....	770	177.56
Miles Standish .....	372	44.64
Music Reader, Modern Music Series:		
Primer .....	461	95.18
First .....	760	188.56
Second .....	455	150.82
Third .....	228	94.57
Old Greek Stories .....	360	124.50
Readers:		
Merrill's Graded Literature—		
First .....	1,800	358.50
Second .....	204	781.32
Third .....	1,596	573.23
Fourth .....	816	325.72
Fifth .....	324	129.33
Sixth .....	240	95.80
Stepping Stones to Literature—		
Primer, Arnold's .....	3,636	893.85
First .....	992	243.65
Second .....	1,290	427.58
Third .....	535	221.91
Fourth .....	492	245.07
Fifth .....	396	197.26
Sixth .....	4,250	2,093.13
Silas Marner .....	490	116.12
Supplementary readers:		
Dog of Flanders .....	100	16.00
Ivanhoe .....	90	18.72
Julius Caesar .....	100	20.80
Lakeside Classics, No. 46 .....	240	28.80
Last of the Mohicans .....	125	44.72

*Text-books and supplies for the first eight grades—Continued.*

	Quan- tity.	Cost.
BOOKS—continued.		
Supplementary readers—Continued.		
Stevenson's Treasure Island .....	45	\$9.36
The Deerslayer .....	215	44.72
Word Analysis, Swinton's .....	627	164.96
Word and Sentence Book, Merrill's .....	8,948	1,789.60
Webster's Elementary Composition .....	100	55.30
Writing in English .....	276	158.01
Total .....		25,590.00
SUPPLIES.		
Beads .....	bunches.. 3,000	86.40
Beans .....	bushels.. 9	18.36
Bean bags .....	600	30.00
Birds, stuffed .....	7	15.00
Blackboard erasers .....	dozen.. 650	210.00
Blackboard pointers .....	do.. 20	21.00
Cardboard .....	sheets.. 7,000	192.00
Chalk crayons .....	gross.. 6,300	277.20
Clay .....	barrels.. 187	149.60
Crayons—		
Dixon's Best Brown .....	boxes.. 100	50.00
Dixon's Best Olive Green .....	do.. 140	70.00
Dixon's Solid, No. 1529 .....	sets.. 300	36.00
Compasses .....	dozen.. 40	43.60
Cubes, $\frac{1}{4}$ -inch .....	50,000	35.00
Drawing tablets .....	24,794	189.60
Dumb-bells and holders, complete .....	pairs.. 164	122.99
Envelopes, manila, 2 by 8 $\frac{1}{2}$ inches .....	9,600	11.52
Envelopes, manila, 4 $\frac{1}{2}$ by 9 $\frac{1}{2}$ inches .....	9,600	17.09
Envelopes, manila, 3 $\frac{1}{2}$ by 6 $\frac{1}{2}$ inches .....	9,600	6.24
Ink, black, Carter's .....	quarts.. 5,000	700.00
Ink, black, 4-ounce tubes .....	2	4.00
Gelatin .....	pounds.. 100	30.00
Glycerin, commercially pure .....	do.. 450	75.37
Glue, Le Page's .....	$\frac{1}{4}$ -pint cans.. 350	63.00
Hektograph pans .....	100	24.50
Lentils .....	3,000	135.00
Measures:		
Dry .....	sets.. 16	13.48
Liquid .....	do.. 16	6.28
Mucilage, Carter's .....	pints.. 300	81.00
Oilcloth .....	yards.. 400	92.00
Paint brushes .....	gross.. 75	165.00
Paint boxes, Prang's, No. 1 .....	dozen.. 153	269.00
Paints .....	cakes.. 9,414	178.51
Paper:		
Blocks .....	91,976	3,035.21
Composition, No. 1 .....	packages.. 34,370	1,489.02
Composition, No. 2 .....	do.. 30,319	1,394.67
Composition, No. 3 .....	do.. 40,283	1,858.02
Drawing .....	reams.. 5,034	1,815.03
Examination .....	do.. 5,012	3,157.64
Practice .....	packages.. 45,495	1,178.59
Wrapping, jute, manila .....	reams.. 350	680.40
Pegs, shoe .....	quarts.. 1,500	150.00
Pencils:		
Drawing .....	gross.. 500	833.00
Washington public schools .....	do.. 1,400	1,646.40
Penholders .....	do.. 400	329.20
Pens, Esterbrook's .....	do.. 6,000	1,320.00
Rubbers, small, Dixon's, No. 60 .....	pounds.. 500	265.00
Rulers, plain edge .....	dozen.. 600	138.00
Scissors .....	pairs.. 1,800	166.50
Splints .....	bundles.. 800	74.00
Squares, Prang's .....	dozen.. 60	26.40
Wands .....	do.. 28	20.15
Wand racks .....	2	3.00
Worsted .....	hanks.. 2,000	102.00
Total .....		22,505.22
ADDITIONAL EXPENSES.		
Salary of clerk in office of property clerk of the District of Columbia .....		1,182.00
Salary of custodian .....		1,003.89
Salary of assistant custodian .....		602.02
Hauling .....		601.00
Total .....		3,388.91
Grand total .....		52,374.88



The whole number of pupils enrolled in the eight grades that were supplied with free books was 43,973, making the cost per pupil for all books, supplies, and miscellaneous expenses \$1.191, and the cost for books alone, \$0.582.

The cost of books was distributed as follows:

Grade.	Number of pupils.	Total cost.	Average cost per pupil.
First.....	9,126	\$1,496.00	
Second.....	6,517	2,443.21	\$0.163
Third.....	6,313	3,561.53	.375
Fourth.....	5,980	2,544.82	.564
Fifth.....	5,399	2,556.61	.425
Sixth.....	4,167	5,662.66	.473
Seventh.....	3,521	3,999.56	1.359
Eighth.....	2,950	3,325.61	1.136
Total.....	43,973	25,590.00	.582

The cost of supplies and miscellaneous items was distributed as follows:

Grade.	Number of pupils.	Total cost.	Average cost per pupil.
First.....	9,126	\$4,877.31	\$0.534
Second.....	6,517	3,889.03	.596
Third.....	6,313	3,177.34	.503
Fourth.....	5,980	3,208.99	.537
Fifth.....	5,399	3,867.20	.716
Sixth.....	4,167	2,968.28	.712
Seventh.....	3,521	2,544.98	.722
Eighth.....	2,950	2,251.75	.763
Total.....	43,973	26,784.88	.609

The cost of books, supplies, and miscellaneous items was distributed as follows:

Grade.	Number of pupils.	Total cost.	Average cost per pupil.
First.....	9,126	\$6,373.31	\$0.697
Second.....	6,517	6,332.24	.971
Third.....	6,313	6,738.87	1.067
Fourth.....	5,980	5,753.81	.962
Fifth.....	5,399	6,423.81	1.189
Sixth.....	4,167	8,630.94	2.071
Seventh.....	3,521	6,544.54	1.858
Eighth.....	2,950	5,577.36	1.890
Total.....	43,973	52,374.88	1.191

*Cost of all text-books and supplies, including miscellaneous expenses, by grades, for each year.*

Year.	Num- ber of pupils.	Total cost.	Average cost per pupil.	Year.	Num- ber of pupils.	Total cost.	Average cost per pupil.
<b>FIRST GRADE.</b>				<b>FIFTH GRADE.</b>			
1892	8,005	\$5,748.33	\$0.718	1893	4,357	\$9,835.50	\$2.257
1893	8,076	2,163.90	.268	1894	4,602	3,037.87	.660
1894	8,446	3,175.17	.375	1895	4,538	3,966.63	.874
1895	8,148	3,464.01	.425	1896	4,404	3,008.22	.681
1896	8,472	4,254.93	.502	1897	4,656	5,165.65	1.109
1897	8,475	3,889.95	.459	1898	4,743	4,117.65	.868
1898	8,949	5,573.50	.623	1899	4,809	5,696.24	1.184
1899	8,849	4,261.17	.481	1900	4,881	7,285.50	1.492
1900	8,849	5,124.37	.578	1901	4,903	6,276.53	1.280
1901	9,036	3,745.94	.414	1902	5,043	7,971.77	1.582
1902	9,115	5,196.10	.551	1903	5,114	8,090.82	1.582
1903	9,063	6,757.57	.746	1904	5,399	6,423.81	1.189
1904	9,126	6,373.31	.697				
<b>SECOND GRADE.</b>				<b>SIXTH GRADE.</b>			
1892	5,814	3,385.01	.582	1893	3,548	15,407.45	4.342
1893	5,904	1,883.16	.318	1894	3,598	2,922.79	.815
1894	6,014	2,738.26	.455	1895	3,945	2,806.37	.711
1895	5,921	3,060.98	.517	1896	3,900	7,804.70	2.001
1896	6,099	4,740.98	.779	1897	3,767	1,775.78	1.267
1897	6,196	5,333.27	.859	1898	4,021	7,223.02	1.796
1898	6,472	6,392.34	.987	1899	3,991	6,923.13	1.734
1899	6,310	4,596.57	.728	1900	4,028	5,619.93	1.395
1900	6,067	5,293.27	.872	1901	4,095	6,510.73	1.589
1901	6,336	4,328.63	.683	1902	4,166	5,254.69	1.261
1902	6,558	4,738.92	.722	1903	4,257	6,599.41	1.550
1903	6,656	5,622.41	.845	1904	4,167	8,630.94	2.071
1904	6,517	6,332.24	.971				
<b>THIRD GRADE.</b>				<b>SEVENTH GRADE.</b>			
1892	5,390	6,480.37	1.202	1894	2,986	15,738.94	5.271
1893	5,223	2,555.83	.489	1895	3,145	3,735.79	1.208
1894	5,153	2,651.40	.514	1896	3,199	4,342.00	1.357
1895	5,608	5,903.89	1.053	1897	3,179	4,263.37	1.341
1896	5,687	3,857.10	.678	1898	3,163	3,927.03	1.241
1897	5,808	3,737.62	.643	1899	3,272	5,111.45	1.562
1898	5,761	4,602.52	.798	1900	3,322	4,173.68	1.255
1899	6,053	1,937.73	.315	1901	3,291	5,082.39	1.544
1900	6,130	6,521.82	1.063	1902	3,224	4,876.39	1.512
1901	5,906	6,089.11	1.031	1903	3,298	5,439.00	1.649
1902	6,024	6,386.53	1.060	1904	3,521	6,544.54	1.858
1903	6,183	6,089.25	.984				
1904	6,313	6,738.87	1.067				
<b>FOURTH GRADE.</b>				<b>EIGHTH GRADE.</b>			
1892	4,877	9,165.19	1.879	1894	2,570	14,594.87	5.678
1893	5,011	2,549.24	.508	1895	2,685	3,497.87	1.274
1894	4,776	2,460.98	.515	1896	2,658	3,229.53	1.211
1895	4,725	3,179.00	.673	1897	2,731	3,858.04	1.412
1896	5,055	3,619.89	.716	1898	2,892	2,675.06	.925
1897	5,150	6,840.81	1.328	1899	2,747	3,210.32	1.168
1898	5,426	5,485.45	1.010	1900	2,863	3,479.52	1.218
1899	5,375	5,536.40	1.030	1901	2,888	1,660.31	1.613
1900	5,510	5,001.91	.907	1902	2,904	4,514.42	1.554
1901	5,819	8,285.41	1.423	1903	2,988	9,349.06	3.129
1902	5,745	6,019.45	1.047	1904	2,950	5,577.36	1.890
1903	5,751	4,537.87	.789				
1904	5,980	5,753.81	.962				

*Cost of text-books, by grades, for each year.*

Year.	Num- ber of pupils.	Total cost.	Average cost per pupil.	Year.	Num- ber of pupils.	Total cost.	Average cost per pupil.
FIRST GRADE.				FIFTH GRADE.			
1892 .....	8,005	\$3,954.95	\$0.494	1893 .....	4,657	\$6,684.67	\$1.533
1893 .....	8,076	134.84	.017	1894 .....	4,602	346.50	.075
1894 .....	8,446	501.36	.059	1895 .....	4,538	2,255.35	.497
1895 .....	8,148	744.94	.091	1896 .....	4,104	909.88	.207
1896 .....	8,472	985.45	.116	1897 .....	4,656	2,992.28	.643
1897 .....	8,475	768.39	.091	1898 .....	4,743	1,925.77	.406
1898 .....	8,949	1,797.21	.201	1899 .....	4,809	2,767.70	.575
1899 .....	8,849			1900 .....	4,881	4,727.75	.968
1900 .....	8,849	366.17	.041	1901 .....	4,903	4,565.64	.931
1901 .....	9,036	1,610.34	.181	1902 .....	5,043	5,580.29	1.107
1902 .....	9,415	2,032.33	.215	1903 .....	5,114	5,335.15	1.043
1903 .....	9,063	2,379.33	.263	1904 .....	5,399	2,556.61	.473
1904 .....	9,126	1,496.00	.163				
SECOND GRADE.				SIXTH GRADE.			
1892 .....	5,814	1,793.70	.308	1893 .....	3,518	12,796.60	3.606
1893 .....	5,904	48.65	.008	1894 .....	3,598	768.74	.216
1894 .....	6,014	498.28	.082	1895 .....	3,945	1,334.56	.338
1895 .....	5,921	1,221.36	.206	1896 .....	3,900	5,961.83	1.528
1896 .....	6,099	1,287.34	.211	1897 .....	3,767	2,891.50	.767
1897 .....	6,196	1,736.20	.280	1898 .....	4,021	5,303.16	1.327
1898 .....	6,472	2,518.52	.389	1899 .....	3,991	4,471.57	1.120
1899 .....	6,310	612.50	.097	1900 .....	4,028	3,509.00	.871
1900 .....	6,067	1,657.48	.273	1901 .....	4,095	4,902.26	1.197
1901 .....	6,336	2,638.47	.416	1902 .....	4,166	2,959.38	.710
1902 .....	6,558	2,565.45	.391	1903 .....	4,257	4,136.60	.972
1903 .....	6,656	2,166.82	.326	1904 .....	4,167	5,662.66	1.359
1904 .....	6,517	2,443.21	.375				
THIRD GRADE.				SEVENTH GRADE.			
1892 .....	5,390	4,209.92	.781	1894 .....	2,996	14,108.90	4.725
1893 .....	5,223	207.24	.040	1895 .....	3,145	2,300.78	.744
1894 .....	5,153	507.56	.098	1896 .....	3,199	3,145.02	.983
1895 .....	5,608	3,767.94	.672	1897 .....	3,179	2,656.13	.835
1896 .....	5,687	1,421.96	.250	1898 .....	3,163	2,223.31	.703
1897 .....	5,808	1,097.78	.189	1899 .....	3,272	3,160.31	.966
1898 .....	5,761	1,608.65	.279	1900 .....	3,322	2,403.11	.723
1899 .....	6,053	1,727.46	.285	1901 .....	3,291	3,911.36	1.189
1900 .....	6,130	2,245.35	.366	1902 .....	3,224	3,326.73	1.032
1901 .....	5,906	2,616.99	.443	1903 .....	3,298	3,629.28	1.100
1902 .....	6,024	3,030.04	.503	1904 .....	3,521	3,999.56	1.136
1903 .....	6,183	2,388.91	.386				
1904 .....	6,313	3,561.53	.564				
FOURTH GRADE.				EIGHTH GRADE.			
1892 .....	4,877	7,670.16	1.573	1894 .....	2,570	13,143.70	5.114
1893 .....	5,011	249.87	.049	1895 .....	2,685	1,663.81	.608
1894 .....	4,776	489.27	.102	1896 .....	2,658	2,094.15	.787
1895 .....	4,725	1,301.34	.275	1897 .....	2,731	2,588.38	.948
1896 .....	5,055	1,673.12	.330	1898 .....	2,892	1,093.26	.378
1897 .....	5,150	3,738.42	.726	1899 .....	2,747	1,584.53	.576
1898 .....	5,426	2,802.37	.516	1900 .....	2,863	1,959.47	.688
1899 .....	5,375	2,685.84	.500	1901 .....	2,888	3,636.12	1.259
1900 .....	5,510	2,850.00	.517	1902 .....	2,904	2,871.09	.989
1901 .....	5,819	7,009.18	1.204	1903 .....	2,988	7,627.68	2.553
1902 .....	5,745	4,553.35	.792	1904 .....	2,950	3,325.61	1.127
1903 .....	5,751	2,609.34	.454				
1904 .....	5,980	2,544.82	.425				



*Cost of supplies and of miscellaneous expenses, by grades, for each year.*

Year.	Num- ber of pupils.	Total cost.	Average cost per pupil.	Year.	Num- ber of pupils.	Total cost.	Average cost per pupil.
FIRST GRADE.				FIFTH GRADE.			
1892	8,005	\$1,793.00	\$0.224	1893	4,657	\$3,150.83	\$0.724
1893	8,076	2,029.06	.251	1894	4,602	2,691.37	.585
1894	8,446	2,674.81	.316	1895	4,538	1,711.28	.377
1895	8,148	2,719.07	.334	1896	4,404	2,098.34	.476
1896	8,172	3,269.48	.386	1897	4,656	2,172.37	.466
1897	8,475	3,121.56	.368	1898	4,743	2,191.88	.462
1898	8,949	3,776.29	.422	1899	4,809	2,928.54	.609
1899	8,849	4,261.17	.481	1900	4,881	2,557.75	.524
1900	8,849	4,758.20	.537	1901	4,903	1,710.89	.349
1901	9,036	2,105.60	.233	1902	5,043	2,391.48	.475
1902	9,415	3,163.77	.336	1903	5,114	2,756.67	.539
1903	9,063	4,378.24	.483	1904	5,399	3,867.20	.714
1904	9,126	4,877.31	.534				
SECOND GRADE.				SIXTH GRADE.			
1892	5,814	1,591.31	.274	1893	3,548	2,610.85	.726
1893	5,904	1,834.51	.310	1894	3,598	2,154.05	.599
1894	6,014	2,239.98	.372	1895	3,945	1,471.81	.373
1895	5,921	1,839.62	.311	1896	3,900	1,842.87	.472
1896	6,099	3,453.64	.564	1897	3,767	1,884.28	.500
1897	6,196	3,597.07	.580	1898	4,021	1,887.44	.469
1898	6,472	3,873.82	.598	1899	3,991	2,451.56	.614
1899	6,310	3,984.07	.631	1900	4,028	2,110.93	.524
1900	6,067	3,635.79	.599	1901	4,095	1,608.47	.392
1901	6,336	1,690.16	.267	1902	4,166	2,295.31	.551
1902	6,558	2,173.47	.331	1903	4,257	2,462.81	.578
1903	6,656	3,455.59	.519	1904	4,167	2,968.28	.712
1904	6,517	3,889.03	.596				
THIRD GRADE.				SEVENTH GRADE.			
1892	5,390	2,270.45	.421	1894	2,986	1,630.04	.546
1893	5,223	2,348.59	.449	1895	3,145	1,435.01	.464
1894	5,153	2,143.84	.416	1896	3,199	1,196.98	.374
1895	5,608	2,135.95	.381	1897	3,179	1,607.24	.505
1896	5,687	2,435.14	.428	1898	3,163	1,703.72	.538
1897	5,808	2,639.84	.454	1899	3,272	1,951.14	.596
1898	5,761	2,993.87	.519	1900	3,322	1,770.57	.532
1899	6,053	3,210.27	.530	1901	3,291	1,168.03	.355
1900	6,130	4,276.47	.697	1902	3,224	1,549.66	.480
1901	5,906	3,473.12	.588	1903	3,298	1,809.72	.549
1902	6,024	3,356.49	.557	1904	3,521	2,544.98	.722
1903	6,183	3,700.34	.598				
1904	6,313	3,177.34	.503				
FOURTH GRADE.				EIGHTH GRADE.			
1892	4,877	1,495.03	.306	1894	2,570	1,451.17	.564
1893	5,011	2,299.37	.459	1895	2,685	1,834.04	.670
1894	4,776	1,971.71	.413	1896	2,658	1,135.38	.427
1895	4,725	1,877.66	.398	1897	2,731	1,269.66	.465
1896	5,055	1,946.77	.385	1898	2,892	1,581.80	.547
1897	5,150	3,102.39	.602	1899	2,747	1,625.79	.592
1898	5,426	2,683.08	.494	1900	2,863	1,520.05	.530
1899	5,375	2,850.76	.530	1901	2,888	1,021.19	.354
1900	5,500	2,151.91	.390	1902	2,904	1,643.33	.565
1901	5,819	1,275.23	.219	1903	2,988	1,721.37	.576
1902	5,745	1,466.10	.255	1904	2,950	2,251.75	.763
1893	5,751	1,928.53	.335				
1904	5,980	3,208.99	.537				

TABLE V.—Growth of the schools since the year 1880.

School year ending June 30—	Average number of pupils enrolled.					
	First nine divi- sions.		Tenth, eleventh, and twelfth divi- sions.		Total.	
	Number.	Per cent of increase.	Number.	Per cent of increase.	Number.	Per cent of increase.
1880	15,027		6,573		21,600	
1881	15,494	3.10	6,567	<sup>a</sup> 0.09	22,061	2.13
1882	16,063	3.60	6,763	2.98	22,826	3.46
1883	16,524	2.80	7,070	4.53	23,594	3.36
1884	16,642	.71	7,225	2.19	23,867	1.11
1885	17,468	4.90	7,689	6.42	25,157	5.40
1886	18,720	7.10	8,191	6.52	26,911	6.97
1887	19,285	3.00	8,448	3.13	27,733	3.05
1888	19,762	2.40	8,791	4.06	28,553	2.95
1889	20,477	3.60	9,088	3.37	29,565	3.54
1890	21,077	2.90	9,289	2.21	30,366	2.70
1891	21,599	2.60	9,702	4.25	31,301	3.07
1892	22,264	3.00	9,942	2.47	32,206	2.89
1893	22,395	.59	10,097	1.56	32,492	.89
1894	23,483	4.85	10,141	.43	33,624	3.48
1895	23,798	1.32	10,046	<sup>a</sup> .94	33,844	.65
1896	24,347	2.26	10,296	2.48	34,643	2.36
1897	25,261	3.75	10,420	1.20	35,681	2.99
1898	26,243	3.88	10,578	1.51	36,821	3.19
1899	26,742	1.90	10,171	<sup>a</sup> 3.84	36,913	.25
1900	27,637	3.34	10,474	2.97	38,111	3.24
1901	28,741	3.99	10,660	1.77	39,401	3.38
1902	29,648	3.15	11,010	3.29	40,658	3.19
1903	29,846	.66	10,959	<sup>a</sup> .46	40,805	.36
1904	30,653	2.70	11,477	4.71	42,130	3.24

<sup>a</sup> Decrease.

TABLE VI.—Average enrollment of pupils in the white and colored schools and the number of teachers employed for each year since 1880.

School year ending June 30—	Average enrollment.						Teachers.	
	First nine divi- sions.		Tenth, eleventh, and twelfth divi- sions.		Total.		Whole number em- ployed.	Increase.
	Number.	Per cent of increase.	Number.	Per cent of increase.	Number.	Per cent of increase.		
1880	15,072		6,573		21,600		434	
1881	15,494	3.10	6,567	<sup>a</sup> 0.09	22,061	2.13	461	27
1882	16,063	3.60	6,763	2.98	22,826	3.46	485	24
1883	16,524	2.80	7,070	4.53	23,594	3.36	505	20
1884	16,642	.71	7,225	2.19	23,867	1.11	525	20
1885	17,468	4.90	7,689	6.42	25,157	5.40	555	30
1886	18,720	7.10	8,191	6.52	26,911	6.97	595	40
1887	19,285	3.00	8,448	3.13	27,733	3.05	620	25
1888	19,767	2.40	8,791	4.06	28,553	2.95	654	34
1889	20,477	3.60	9,088	3.37	29,565	3.54	693	39
1890	21,077	2.90	9,289	2.21	30,366	2.70	745	52
1891	21,599	2.60	9,702	4.25	31,301	3.07	795	50
1892	22,264	3.00	9,942	2.47	32,206	2.89	845	50
1893	22,395	.59	10,097	1.56	32,492	.89	895	50
1894	23,483	4.85	10,141	.43	33,624	3.48	942	47
1895	23,798	1.32	10,046	<sup>a</sup> .94	33,844	.65	991	49
1896	24,347	2.26	10,296	2.48	34,643	2.36	1,031	40
1897	25,261	3.75	10,420	1.20	35,681	2.99	1,071	40
1898	26,243	3.88	10,578	1.51	36,821	3.19	1,107	36
1899	26,742	1.90	10,171	<sup>a</sup> 3.84	36,913	.25	<sup>b</sup> 1,159	52
1900	27,637	3.34	10,474	2.97	38,111	3.24	<sup>b</sup> 1,226	67
1901	28,741	3.99	10,660	1.77	39,401	3.38	<sup>b</sup> 1,283	57
1902	29,648	3.15	11,010	3.29	40,658	3.19	<sup>b</sup> 1,323	40
1903	29,846	.66	10,959	<sup>a</sup> .46	40,805	.36	<sup>b</sup> 1,371	48
1904	30,653	2.70	11,477	4.71	42,130	3.24	<sup>b</sup> 1,425	54

<sup>a</sup> Decrease.

<sup>b</sup> Includes kindergarten teachers.



TABLE VII.—Average enrollment of pupils, the number of teachers employed, the cost of tuition, and rates of increase for each year since 1880.

School year ending June 30—	Average enrollment.		Teachers.		Cost (excluding rent and permanent improvements).		
	Total.	Per cent of increase.	Number employed.	Increase.	Per pupil (based on average enrollment).	Aggregate amount.	Per cent of increase.
1880.....	21,600	-----	434	-----	\$16.95	\$366,199.51	-----
1881.....	22,061	2.13	461	27	17.28	381,314.19	4.12
1882.....	22,826	3.46	485	24	17.44	398,254.54	4.44
1883.....	23,594	3.36	505	20	17.78	419,594.60	5.35
1884.....	23,867	1.11	525	20	18.22	435,032.79	3.67
1885.....	25,157	5.40	555	30	18.66	469,550.51	7.93
1886.....	26,911	6.97	595	40	17.76	477,993.67	1.79
1887.....	27,733	3.05	620	25	19.11	509,194.01	6.52
1888.....	28,553	2.95	654	34	19.11	545,717.71	7.17
1889.....	29,565	3.54	693	39	20.11	694,774.73	8.98
1890.....	30,366	2.70	745	52	21.58	655,310.08	10.17
1891.....	31,301	3.07	795	50	21.44	671,124.08	2.41
1892.....	32,206	2.89	845	50	22.49	724,521.93	7.95
1893.....	32,492	.89	895	50	23.93	776,616.53	7.19
1894.....	33,624	3.48	942	47	24.56	825,992.84	6.36
1895.....	33,844	.65	991	49	24.78	838,757.60	1.54
1896.....	34,643	2.36	1,031	40	25.23	882,273.18	5.18
1897.....	35,681	2.99	1,071	40	26.03	913,505.79	3.56
1898.....	36,821	3.19	1,107	36	26.07	959,804.34	5.05
1899.....	36,913	.25	1,159	52	27.13	988,415.26	2.98
1900.....	38,111	3.24	1,226	67	27.87	1,062,174.74	7.46
1901.....	39,401	3.38	1,283	57	27.70	1,091,527.38	5.75
1902.....	40,658	3.19	1,323	40	29.68	1,206,742.17	10.55
1903.....	40,805	.36	1,371	48	29.39	1,199,209.61	(b)
1904.....	42,130	3.24	1,425	54	30.71	1,293,912.44	16.22

<sup>a</sup>Includes kindergarten teachers.

**↓ Decrease.**

\* Includes deficiency appropriations.

TABLE VIII.—Whole enrollment of pupils in white and colored schools, the number of teachers employed, and the cost of tuition for each year since 1880.

School year ending June 30	Whole enrollment.						Teachers.		Cost (excluding rent and permanent improvements).		
	First nine divisions.		Tenth, eleventh, and twelfth divisions.		Total.		Whole number employed.	Increase.	Per pupil (based on whole enrollment).	Aggregate amount.	Per cent of increase.
	Number.	Percent of increase.	Number.	Percent of increase.	Number.	Percent of increase.					
1880.....	18,378	.....	8,061	.....	26,439	.....	434	.....	\$13.85	\$366,199.51	.....
1881.....	19,153	4.21	8,146	1.05	27,299	3.25	461	27	13.96	381,314.19	4.12
1882.....	19,031	a.63	8,289	1.75	27,320	.07	485	24	14.57	398,254.54	4.44
1883.....	19,836	4.22	8,710	5.07	28,546	4.48	505	20	14.69	419,594.60	5.35
1884.....	21,221	6.98	9,167	5.24	30,388	6.45	525	20	14.31	435,032.79	3.67
1885.....	21,267	.21	9,598	4.70	30,865	1.56	555	30	15.21	469,550.51	7.93
1886.....	22,198	4.37	10,138	5.62	32,336	4.76	595	40	14.78	477,993.67	1.79
1887.....	23,073	3.94	10,345	2.04	33,418	3.34	620	25	15.23	509,194.01	6.52
1888.....	23,810	3.19	11,040	6.71	34,850	4.23	654	34	15.65	545,717.71	7.17
1889.....	24,594	3.29	11,170	1.17	35,764	2.62	693	39	16.62	594,774.73	8.98
1890.....	25,468	3.55	11,438	2.39	36,906	3.19	745	52	17.75	655,310.08	10.17
1891.....	26,254	3.47	12,132	6.07	38,386	4.01	795	50	17.48	671,124.08	2.41
1892.....	27,398	3.96	12,280	1.21	39,678	3.36	845	50	18.26	724,521.93	7.95
1893.....	27,435	.14	12,329	.39	39,764	.22	895	50	19.53	776,616.53	7.19
1894.....	28,445	3.68	12,233	a.78	40,678	2.29	942	47	20.30	825,992.84	6.36
1895.....	29,078	2.22	12,479	2.01	41,557	2.16	991	49	20.18	838,757.60	1.54
1896.....	29,588	1.75	12,876	3.26	42,464	2.18	1,031	10	20.59	882,273.18	5.18
1897.....	30,141	1.87	12,854	1.17	42,995	1.25	1,071	40	21.60	913,595.79	3.56
1898.....	31,723	5.24	12,975	.94	44,698	3.96	1,107	36	21.47	959,804.34	5.05
1899.....	32,766	3.28	12,794	a 1.39	45,560	1.92	b1,159	52	21.98	988,415.26	2.98
1900.....	33,771	3.06	12,719	a.35	46,519	2.10	b1,226	67	22.83	1,062,174.71	7.46
1901.....	34,399	1.85	13,032	2.22	47,431	1.96	b1,283	57	23.01	1,091,527.38	5.75
1902.....	35,079	2.26	13,353	2.46	48,432	2.11	b1,323	40	24.70	1,206,742.17	10.56
1903.....	35,493	1.12	13,252	a.75	48,745	.64	b1,371	48	24.60	1,199,292.61	(a)
1904.....	36,107	1.72	13,682	3.24	49,789	2.14	b1,425	54	25.98	c1,293,912.44	16.22

a Decrease.

<sup>b</sup> Includes kindergarten teachers.

\* Includes deficiency appropriations.



TABLE IX.—Amount expended for rent and sites and buildings each year from the year 1880 to 1904, inclusive.

School year ending June 30—	Rent.	Sites and buildings.	School year ending June 30—	Rent.	Sites and buildings.
1880.....	\$28,908.35	\$74,998.24	1893.....	\$8,951.25	\$42,270.36
1881.....	26,506.11	103,416.91	1894.....	9,825.50	66,939.60
1882.....	26,472.57	253,609.73	1895.....	9,648.00	66,408.91
1883.....	14,805.33	103,141.47	1896.....	14,736.50	185,601.12
1884.....	8,742.50	103,563.94	1897.....	14,188.00	182,514.26
1885.....	7,060.00	118,400.00	1898.....	14,934.00	139,069.00
1886.....	6,919.66	61,130.04	1899.....	13,420.00	72,127.86
1887.....	7,354.00	73,085.34	1900.....	13,968.00	71,807.43
1888.....	10,215.44	239,150.77	1901.....	15,092.31	295,308.09
1889.....	14,832.00	332,312.44	1902.....	15,641.73	398,000.00
1890.....	10,000.00	240,467.39	1903.....	14,131.50	234,944.00
1891.....	9,892.00	229,078.00	1904.....	14,193.50	180,300.00
1892.....	9,602.00	220,344.47			

## SCHOOL ATTENDANCE.

The entire enrollment for the year was 49,789, an increase of 1,044, or 2.14 per cent, over the preceding year. The whole number of teachers provided in the appropriation act was 1,425—965 white and 460 colored. This number includes 78 kindergarten teachers, 52 white and 26 colored, whose salaries were not scheduled in the appropriation act, but were included in a gross amount allowed for kindergarten instruction.

The number of male teachers, including supervising principals and directors, was 176, and the number of female teachers 1,249. There can be no material increase in the number of men teachers until better pay is offered. As it is now, there is no inducement for a talented young man to turn to the profession of teaching for a livelihood in Washington.

The schools were in session 181 days.

The night schools enrolled 1,599 pupils and continued 74 nights, a longer term than usual, a supplementary appropriation of \$2,800 being provided by Congress for this purpose. The age limit, which excluded persons over 21 years of age, served to reduce the attendance on these schools and to manifestly limit their best work.

Of the entire enrollment of the schools 1,938, or 3.89 per cent, were in the kindergarten; 43,973, or 88.32 per cent, were in the first eight grades; 2,769, or 5.56 per cent, in the high schools; 946, or 1.90 per cent, in the manual training schools, and 163, or 0.33 per cent, in the normal schools.

## BUILDINGS.

The following school buildings were dedicated and occupied for school purposes during the year: James B. Edmonds, Samuel E. Wheatley, Edwin L. Stanton, Abby S. Simmons, and Henry P. Montgomery. The Reno and additions to the Brookland, Cranch, and Takoma schools were also occupied. With an average of 45 pupils to

a room these buildings add 2,070 to the seating capacity of the schools. Early in the school year 1904-5 it is expected that two new 8-room buildings will be occupied, namely, the Nathaniel Parker Gage and the William Ludlow, affording accommodations for 730 pupils.

The new Business High School is well under way and will be ready for pupils early in the school year 1905-6 with an approximate seating capacity of 800. The plans of this school include, in addition to the ordinary class-room facilities, a suitable assembly hall, a gymnasium, a library, laboratories of chemical processes important in commerce, and ample quarters for the banking, bookkeeping, shorthand, and typewriting departments, all of which have for years done their work in rooms which are in no sense adapted to their purpose.

With the Business High School out of the way, the next serious problem of school accommodation lies in relieving the conditions which exist in the McKinley Manual Training School. The enrollment of this school will in the fall of 1904 reach 600, with seats for 250. During the last year the entire first-year class of over 200 was housed in four rooms in the Central High School, which that growing school needed for its own classes. A temporary drawing-room and a physical laboratory occupied rooms in two different rented buildings on O street adjacent to the Central High School. For two years the board has asked for the sum of \$135,000 to complete this building according to the original plans, and if relief is not afforded soon it will be necessary to turn away many applicants in the next year or two. It is earnestly hoped that Congress may see the need of this extension and supply the means at its coming session.

Another important item, which should not be permitted to escape the notice of those who frame our appropriations, is the purchase of ground east of and adjoining the Armstrong Manual Training School for the future uses of that school.

In my two previous reports I have laid before the Board of Education the importance of securing a large lot of ground on which to erect a building for Washington Normal School No. 1. When secured this school should be followed by a similar provision for Normal School No. 2. An unusual opportunity now seems to be presented for the purchase, at a low price, of an ample tract adjoining the site of the proposed John W. Ross School, on Harvard street, between Eleventh and Thirteenth. A series of lots nearly 70,000 feet in area, running eastward from the site of the John W. Ross School to Eleventh street and south on Eleventh street to Princeton, is offered to the District at a reasonable price. If secured, there will be room not only for a normal school, but for another 8-room building when the population of the neighborhood shall warrant it, thus affording the pupil-material necessary to give practice schools for the training of the normal students, and after the erection of such practice



schools there will yet remain space enough for the school garden, a feature of our school work which has already attained considerable proportions, but which has been greatly restricted, so far as the normal school is concerned, by the limited space at present available for such operations.

Better accommodations for graded schools are urgently needed in Georgetown to relieve the congestion in the Curtis and other buildings; at Petworth, where an addition to the present 4-room building should be erected; at Brightwood Park, where the pupils are obliged to go to the Brightwood School already crowded; at Anacostia, where the Van Buren and its Annex have reached the limit of their capacity; at Tenley and Chevy Chase, whose present congestion might be relieved by the erection of a 4-room building on the site of the abandoned Grant Road School—a point well located to easily take up the surplus from both Tenley and Chevy Chase; at Benning, where the need has existed for several years; at Langdon, where the enrollment has already outgrown the capacity of the new 4-room building, and, finally, in that center of a dense school population in South Washington lying between the Randall and Bell schools.

It is gratifying to note that the half-day school above the second grade occurs in a very few instances, there being no fourth grade half-day school and only 28 classes in the third grade on half time.

#### SANITATION.

The appropriation for the year ending June 30, 1904, provided for the appointment by the Commissioners of 12 medical inspectors who should perform their duties under rules to be formulated by the health officer and subject to the approval of the Board of Education and the Commissioners. The work of medical inspection was begun in September, 1903, and continued throughout the year. The necessary blanks were printed, and paid for from the contingent fund of the Board of Education. With so small a force of visiting physicians it is evident that much depended upon the intelligent cooperation of the teachers and supervising officers. That this new work went on from the beginning with no perceptible friction is a tribute to the prudence and good sense of the medical inspectors and the cheerful assistance of the principals of buildings upon whom the chief burden of responsibility rested.

Each morning children who seemed to manifest symptoms of illness were sent by their teachers to the principal's room, where the medical inspector awaited them. He examined each one, made his preliminary diagnosis, and in cases where a communicable disease was discovered or suspected sent the children home with the proper notice to parents excluding them from school in accordance with the terms of the regu-



lations, which also determined the conditions of their readmission. The health officer reports that during the year 10,262 persons were examined by the medical inspectors, of whom 599 were excluded for general contagious diseases and exposure thereto. For a detailed account of the practical operations of medical inspection I refer you to the report of the supervising principals.

Another sanitary measure worthy of mention was the introduction into many of the school buildings of drinking fountains for pupils, thus obviating the necessity of the use of a common drinking cup, which was objectionable for many reasons. I believe it is now the policy of the Engineer Commissioner to install such fountains in all the new school buildings.

In accordance with the terms of section 28 of the rules governing medical inspection, the Board of Education requested the health officer to detail certain medical inspectors to conduct a physical examination of all candidates in connection with the examination for positions as kindergarten teachers and for admission to the normal schools. All of the candidates presented for examination by the high schools who proved themselves otherwise qualified to take up the work of the normal school successfully passed the physical examination. A few cases were found in which, in the opinion of the medical inspector, the eyes of candidates should have treatment from an ophthalmologist; but aside from this the pupils were pronounced to be physically sound. This is especially gratifying, in view of the fact that no period of time in the school life of the pupil could be selected which would seem more likely to manifest the damaging effects of school life and environment on the body than at the close of four years of strenuous high school work, supplemented in these instances by the added strain of a competitive examination for normal school honors. Such a result seems to refute the claim sometimes made that the tasks of the school are permanently destructive of the health of our pupils.

An analysis of the water of the wells upon which many of our suburban schools depend for their supply of drinking water was made during the year by the health department at the request of the Board of Education, resulting in improved conditions in these localities.

Early in the year the secretary of the board, at my request, furnished each school building with two metal receptacles for waste paper and other débris, which were designed to aid the principals in securing more cleanly conditions on school premises. These receptacles were placed in the school yards, and their installation was thought to be an opportune time to initiate a campaign among the teachers and pupils against the waste-paper nuisance in and around school grounds. The results were satisfactory, as will be seen by a comparison of present conditions about schoolhouses with those prevailing several

years ago. Perhaps the most valuable result of the training which our pupils are now receiving in this direction will be found in the degree of civic pride inspired in the children, which it is hoped may react favorably on the whole community and be manifested in the betterment of the condition of the pavements and public thoroughfares of the city, which now in some quarters give evidence of at least indifference on the part of many of our citizens. When the fight on the waste-paper nuisance thus started in the schools shall be supplemented by the further development of the school-gardening idea, thus yoking the practical with the æsthetic, I feel sure that widespread benefits will result to the community at large.

#### DISCIPLINE.

That those ideals of the schools which place a distinct educative and moral value on a sanitary and attractive environment for the pupil are bearing fruit may be plainly seen if one will compare the respect which the average schoolboy of to-day manifests for school property and public property in general with the carnival of hoodlumism which prevailed among schoolboys a quarter of a century ago. To establish the truth of this statement it is only necessary to resurrect as a mute yet convincing object lesson any old school desk of twenty years ago with its carved and mutilated surfaces. An examination of school furniture and premises, especially of water-closets, which, as is well known, used to be the favorite field for the lawless use of the jackknife and the pencil, will disclose little or no evidences of such vandalism. Two reasons are found for this. The first lies in the fact that the motor activities of the child, which are impatient of restraint and which, indeed, should not be restrained but guided, when they are directed by the skilled teacher toward useful ends are changed from dreaded instruments of harm to one's neighbor into peaceful and productive agents for the accomplishment of good.

These motor-activities in boy or man are bound to smash something when not controlled by a purposeful intelligence. Those who question the value of the manual training school because it does not teach a trade or show a larger and more finished product have a sufficient answer in the acknowledged influence upon conduct and character of the intelligent exercise of the child's bodily activities. But while it is true that the introduction of the manual employments in varied forms into the school course has largely wrought the reform which I have noted, we should not for a moment lose sight of or undervalue the improved environment of the schools as an element which should have a large share of the credit for these results. Pure air, walls hung with pictures and adorned with other works of art, window boxes with growing plants, the tasteful arrangement of flowers, autumn leaves, fruits, and decorative plants, pleasing tints upon the walls, better architectural effects in the construction of the building, an



occasional flower bed or clambering vine, all become silent but powerful agents in lifting the ideals of the pupils and lightening the task of the teacher, and every one of them may be turned to practical use in the school room as a subject of study.

#### SCHOOL GARDENING.

A new and valuable feature of the school-garden movement was the effort to interest the individual pupil in the cultivation of plants and flowers at home. To this end 60,000 packages of flower and vegetable seeds were distributed among the school children, with simple suggestions as to planting and cultivating them. The reports received by the teachers from pupils and parents showed a widespread interest in the project, and the products of these miniature gardens were abundant enough during June and September to have made a creditable flower show in every schoolhouse. I have reason to believe that the beneficial results of this work among the children are generally felt in the homes of the city and will be more largely felt next year when the planting of home gardens is again undertaken. No one doubts the educative and æsthetic value of this work, and I am confident that its economic value will also be shown in due time. I am told that the boys who planted, cultivated through the entire summer, and harvested the products of their experimental gardens in the grounds of the Agricultural Department sold the fruits of their labor at prices which would have given an average value of \$700 per acre, and more than one enterprising schoolboy supplied his family with vegetables during the summer months from his own garden.

In addition to the home garden work much was accomplished in the planting of vines and shrubs and the setting out of borders and flower beds with a view to the betterment of the lawns and terraces of the schools, and in many schools flower and vegetable gardens were successfully cultivated by the pupils in the grounds in the rear of the buildings.

Some schools have been able to supply plants and flowers from their own gardens for use in the studies of the class room, and it is evident that such material has a double educational value, in that the products of the pupils' own labor, in which they have a certain pride of ownership, become in turn tributary to their progress in other lines of instruction.

#### COURSES OF LECTURES FOR TEACHERS.

During the winter Columbian University offered three courses of lectures free to such of our teachers as might choose to avail themselves of them, as follows:

*Anatomy, physiology, and hygiene.*—“Outline anatomy of the human skeleton” and “Outline anatomy of the viscera,” Prof. D. K. Shute; “Physiology of individual cells,” “Physiology of the nervous sys-



tem," and "Physiology of the alimentary system," Prof. W. P. Carr; "Special anatomy of the brain," Prof. D. K. Shute; "Toxines and antitoxines," Dean E. A. De Schewinitz; "Osmosis," Prof. Charles E. Munroe; "Foods and feeding" and "Nutrition," Prof. H. W. Wiley; "Infection, disinfection, and immunity," Gen. George M. Sternberg. Eleven of our teachers of physical culture and cookery and one normal school teacher availed themselves of this course.

*Civics.*—"History of diplomacy and treaties of the United States," Prof. John W. Foster; "Constitutional law of the United States," Justice John M. Harlan; "Comparative constitutional law," Dean Henry St. George Tucker; "International public law," Justice David J. Brewer; "English common law," Prof. Hannis Taylor; "Comparative politics and political geography," Prof. Charles C. Swisher; "International trade and commercial geography," Prof. J. F. Crowell; "Interstate and foreign commerce," Prof. O. P. Austin; "Transportation and interstate-commerce law," President Charles W. Needham; "The census of manufactures in the United States" and "The development of manufactures in the United States," Director S. N. D. North. Twenty eighth grade teachers pursued this course successfully.

*Evolution of the drama.*—"Greek tragedy" and "Greek comedy," Prof. Mitchell Carroll; "The Roman drama," Professor Pease; "The drama in France," Prof. George N. Henning; "The drama in Germany" and "Ibsen and Bjornsen," Prof. Hermann Schoenfeld; "Jewish dramatic literature," Dr. Cyrus Adler; "The Shakespearcan drama," Mr. John McElroy; "The place of music in the development of the drama," Mr. William-Bruce King. Twenty-four teachers of all grades took this course, making a total of fifty-six teachers who received the benefit of the instruction offered.

On the completion of the course each teacher submitted her notebook for examination, presented an essay on a prescribed topic within the course, and received a certificate from the university. The officers of the university expressed themselves as gratified at the proficiency exhibited by the teachers as shown in their notebooks and essays, and announced their purpose to extend similar opportunities to them during the coming school year.

With the cooperation of the chairman of the board of trade committee on public health I was able to arrange the following courses of medical lectures designed for the instruction of teachers: "First aid," Dr. D. Percy Hickling; "Contagious diseases," Dr. William C. Woodward; "Tuberculosis," Gen. George M. Sternberg; "Public hygiene," Gen. Walter Wyman; and "The care of the body," Dr. A. F. A. King.

The following course was also delivered before the normal schools: "Personal hygiene," Dr. Sophia N. Jung; "Physiology of digestion," Dr. Robert Reyburn; "General hygiene," Dr. George M. Kober; "Physiology of the nervous system," Dr. W. P. Carr; and "Phys-

iology of the circulatory system," Dr. C. A. Davis. In addition to these, 38 lectures were delivered by well-known physicians before the mothers' meetings of the kindergarten schools.

#### SALARIES.

The insufficiency of the salaries paid to our teachers is a topic which has been fully discussed in every annual report of the present Board of Education. The board has been aroused to the necessity of securing some relief from the loss of numbers of our best men teachers who have been lured away to other cities by the offer of more attractive salaries. In every instance these teachers have given up their positions in the capital city with reluctance, being keenly appreciative of the advantages of Washington as an educational center, and willing to remain here for a much smaller advance than was offered them in other cities. This enforced emigration of seasoned teachers has served to weaken our teaching force, as in no case has the salary which was given up been large enough to enable the board to secure teachers of equal experience and skill to fill the places vacated.

A condition which threatens even more permanent damage to the future well-being of our schools than the loss of a few high-class teachers now confronts the board in the fact that the falling off in the number of graduates of our high schools who are aspirants for the profession of teaching has been so marked within the last few years that the supply of material for the making of trained teachers is insufficient to meet the home demand. The normal school for white pupils should graduate annually 60, or possibly 70, pupils in order to keep up with the local demand. Instead of this number it is found difficult to get 50. This condition is partially explained by the large number of capable boys and girls who accept the college scholarships offered to graduates of the Washington high schools, but I think the chief cause is the small pecuniary inducement held out to the normal graduate in Washington, for although under the rules of the board the normal schools invite college graduates to take their courses, accepting their diplomas as the equivalent of a year's work, yet few of this class are tempted into a field which offers so few rewards to scholarship and training. I wrote recently to the principals of the leading normal schools in the East, inquiring about the availability of their graduates for service in Washington after our own graduates should all be appointed, and among the replies were these from which I quote. The principal of a well-known normal school in the State of New Jersey writes:

The last class graduates from our school would hardly be attracted to go to Washington. Please realize that there is nothing personal in my feeling of regret that the national capital would wish to start the teachers of its schools at a salary that I am sure it would not offer to the lowest sweepers in the public buildings, when it is reckoned that there are three hundred and sixty-five days in a year.



The principal of a New York State normal school writes:

It is not likely that we can aid you in securing teachers for your schools because of the insufficient salary. The sum offered is so small that it would hardly pay for board and traveling expenses.

The principal of a New England State normal school says:

The amount you pay is not sufficient to get the first-class teachers to go to Washington.

It has long been known to those versed in school statistics that the salaries paid for principalships and the higher supervisory work in Washington would not enable the board to go into the market and secure the best people of their class from any other city should it ever wish to do so, but my correspondence with the normal school principals, which I have quoted, indicates that in spite of the generous increase given by Congress last year in the salaries of the lowest grades we are still unable to offer current market rates for even the fledglings from other normal schools. The reports from the normal schools to which I have referred also show that the demand for trained teachers is apparently in excess of the output of the normal schools. The inevitable result of such a condition will be the employment of persons to instruct our children who have neither scholarship, training, nor aptitude to teach, for these qualifications can not be determined by a single examination, but can only be rightly measured through the scientific instrumentalities of normal training schools.

Turning from the consideration of the small salaries paid to the lowest grades in Washington, I wish to call attention to the fact that a much greater disparity exists when comparison is made of the salaries paid to principals and supervisory officers in Washington with those paid in other cities for services of a similar administrative character.

Hon. Carroll D. Wright, as chairman of a committee appointed by the National Educational Association to collect data in regard to the pay of teachers in the United States, with a view of bringing the facts before the country through that powerful educational organization, in a preliminary report to the association submits a table showing the salaries paid to principals and teachers in six large cities, and says:

This table renders easy a general comparison of salaries paid in the classes of positions employing the greatest number of teachers. Considering the six large cities only, it will be seen at a glance that Boston stands at the top in all classes and Newark second (except as to superintendent's salary), while Washington salaries are lowest. The fact will be noticed that the number of principals of elementary schools in Washington is much larger than in any of the other cities. But if salaries of principals and teachers in elementary schools are averaged together, the relative position of Washington is improved little, if at all, as this average, so calculated, of 986 Washington principals and teachers, is \$658, while for the next lowest, Detroit, the average of 802 principals and teachers is \$690.



In connection with a second table of yearly salaries of high school teachers, he says;

This table shows, in quite as striking a way as the averages, the differences between the salaries paid in the several cities. In Washington over 40 per cent of the high school teachers receive salaries ranging from \$500 to \$800, while nearly 87 per cent receive \$1,000 or less; in Milwaukee 52.4 per cent are below the \$1,000 line, in Detroit 23.8 per cent, in St. Louis 17 per cent, but in Newark only 6.5 per cent, and in Boston only 4.5 per cent. On the other hand, Boston has 32.4 per cent receiving over \$2,000, Newark has 29.6 per cent, and St. Louis 5.7 per cent. Other interesting comparisons may be made.

In submitting a table of salaries of principals of elementary schools, he says:

It will be seen from this table that in Washington 83.8 per cent of the principals of elementary schools receive \$1,000 or less per year; in Detroit, 30.4 per cent; in St. Louis, 7 per cent; while in Milwaukee and Newark only one person out of the whole number receives so low a salary, and in Boston the lowest salary paid any principal was \$2,700.

The fact that the two cities employing a greater number of women than men in the position of principals pay very much lower average salaries can not fail to attract attention in this connection.

It will be observed that the most striking differences between Washington and the other cities appears in the salaries of high school teachers and those of principals of elementary schools, the most remarkable statement in this connection being that in Milwaukee and Newark only one person (principal) out of the whole number receives so low a salary as \$1,000, and in Boston the lowest salary paid to any principal was \$2,700.

#### SUPERVISING PRINCIPALS.

I call attention to that paragraph in the report of the supervising principals which urges the need of clerical help in the performance of their constantly increasing office work, so that they may be enabled to devote all, or nearly all, of their time to visiting and supervising the schools under their charge, with a view of improving the methods of teaching therein. It is poor economy to require school officers whose education, experience, and special training fit them for these higher educational duties to spend several hours of the school day in clerical and statistical work which could be performed by an assistant at trifling cost to the District.

The supervising principals are the only administrative officers in these schools who are compelled to give any large portion of their time without assistance to office work at the expense of purely educational duties.

#### COMPULSORY EDUCATION.

During the year the board, through its committee on rules, drafted a compulsory education law for the District of Columbia, which was

sent to the Commissioners for their approval. This draft is modelled on the best State laws, and when enacted into law will no doubt be a valuable auxiliary in securing the attendance of a large number of children of school age who are now either kept out of school through parental negligence or cupidity, or, being enrolled, are so irregular in their attendance as to be practically outside the pale of school influence.

A careful reading of the reports of the various heads of departments which I append will furnish to members of the board a comprehensive view of the aims, methods, and results of the system of instruction prevailing in the public schools of the District.

I beg to tender to the members of the board my thanks for their unfailing patience and courtesy in all my relations with them—personal and official—and to acknowledge the intelligent cooperation of the entire body of supervisors and teachers.

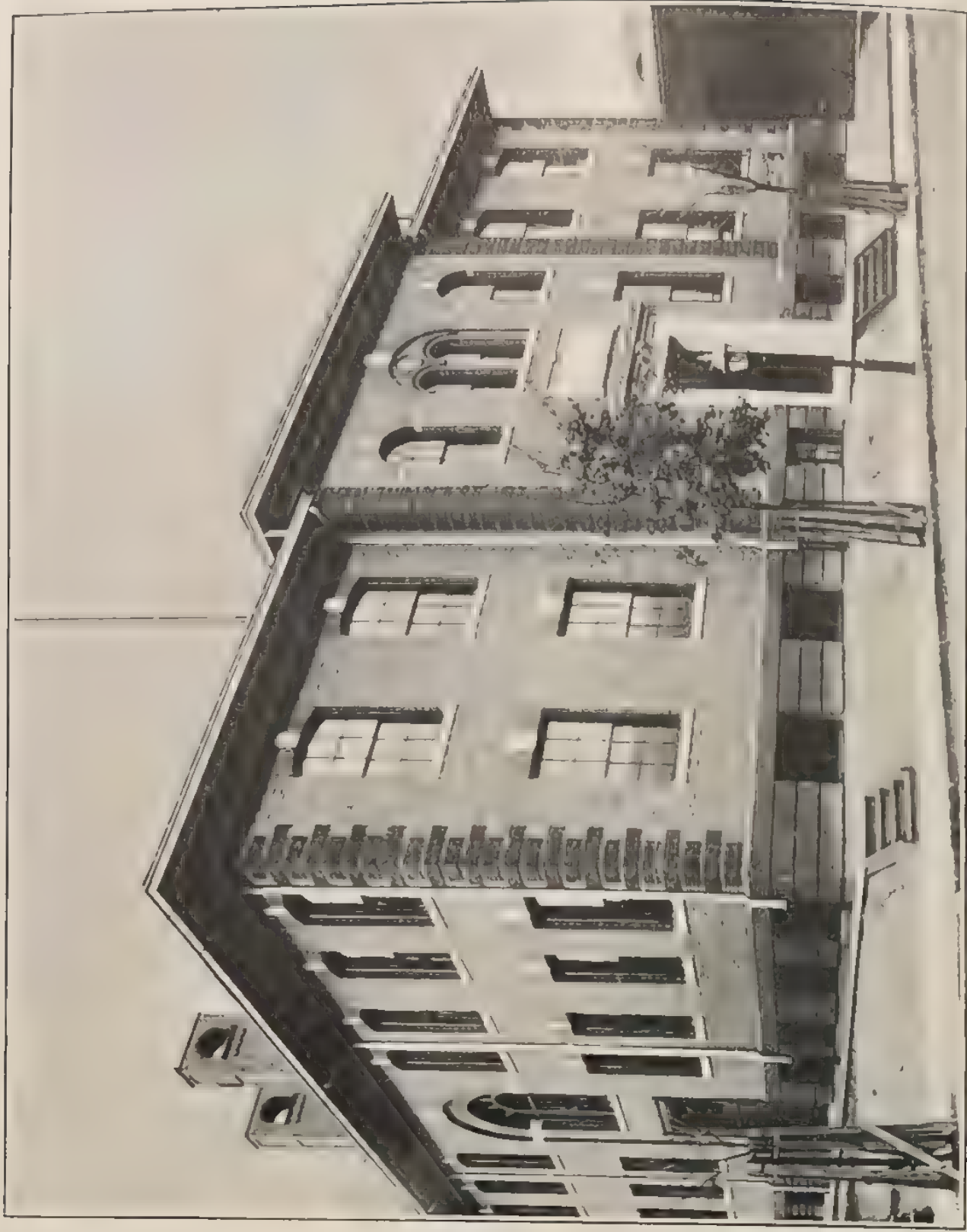
Very respectfully,

A. T. STUART,  
*Superintendent of Schools.*

JUNE 30, 1904.







ABBY S. SIMMONS SCHOOL, DEDICATED DECEMBER 11, 1903.

## REPORT OF THE SUPERVISING PRINCIPALS.

WASHINGTON, D. C., *June 30, 1904.*

SIR: On behalf of the supervising principals I have the honor to submit herewith a report of the grade schools of the District of Columbia for the year 1903-4. My selection to write this report was made in the usual manner. The report has been read to my associates and approved by them and in consequence is the joint expression of our opinions on all matters discussed therein.

We believe that the work in the public schools of the District of Columbia in the year just closed shows substantial educational progress. While in the main the same things were done we believe that they were a little better done this year than ever before, and the few changes which have been made to the course of study this year we believe have been changes for the better, as shown by trial in the year's work.

It is a source of gratification to the supervising principals to note that the course of study which was prepared four years ago, and under which the Washington schools have since been working, should have met with such general approval by both the teachers and the public, and should have stood the test with so little change found necessary from year to year. We believe that the results obtained through its operation have been so satisfactory that it can now be safely adopted as the basis for a permanent course of study, its revision consisting principally in its amplification. We realize that the intelligence, resourcefulness, and zeal of the Washington teacher would make it unnecessary to extend this amplification far into detail.

### LANGUAGE.

"Language," said Sheridan, "is the great instrument by which all the faculties of the mind are brought forward, molded, and polished." President Elliott says: "The power to understand rightly and use critically the mother tongue is the flower of education."

It is now everywhere recognized among educators that the language work in the public schools is of first importance, and nowhere is this recognition more complete than in the Washington public school system. The course of study recognizes it in the very generous allotment of time there given to it. The teacher recognizes it in the emphasis he places upon the work and in the most careful preparation



he makes for it, and it is recognized in meetings of this body by being the theme of most frequent discussion.

The end sought in all language training, at least so far as the public school is concerned, is intelligent reading to oneself and to others and ready and correct expression of one's thoughts orally or in writing. If not quite, this is all but President Elliott's flower of education. The critical use of the language, while it may complete the unfolding of the flower, adds but little to the fragrance and beauty of the rich tinted and bursting bud.

A need for greater spontaneity in oral expression on the part of the child, as a help in language training, has been felt alike by supervisor and teacher this year and a greater effort has been made to secure it. The fact that it becomes increasingly difficult to get a child to express himself orally or in writing as he goes on in his school course from year to year arouses the suspicion that spontaneity, the very essential of growth in both thought and expression, has been checked by too much or tactless criticism. Criticism of form there must be, but not at the expense of freedom of expression. The child must be allowed to talk without constant fear of interruption, without being compelled to think more of how he is going to say it than of what he is going to say.

*Reading.*—Good reading consists (1) in the ability of the pupil to get the thought from the printed page, and (2) in his power to give pleasing oral expression to that thought in the words of the author.

In the first years of the child's school life, when reading constitutes very much the larger part of his daily work in school, the art of expression suffers no neglect. All that the child reads silently he in turn reads or hears read orally under the watchful care of the teacher, who sees that only good or natural expression is cultivated. In this way the symmetrical development of the good reader goes on through the first years of the child's school life. Later, when the subjects multiply in the course of study, when a large part of what the child reads in school is for the sole purpose of getting the thought therefrom, then arises the danger of neglect of oral reading. Emphasis has been given this year, Mr. Superintendent, by your direction, to this side of the work in reading. Systematic reading for expression was provided for in the programmes of most teachers. For this purpose those exercises were read, the thought and vocabulary of which had been previously mastered by the pupils. The definite assignment this year of memory work in literature assisted in this cultivation of the powers of expression very materially. Pupils were led to see that half the beauty of a memory gem was in its rendition. We feel that much good has resulted from this increased attention to oral reading. Not only in better reading, but in better talking, better reciting, and

better thinking, for good articulation, good enunciation, good modulation and inflection, or, in other words, good oral reading, stimulates to clear and vigorous thinking.

The first step in the teaching of reading was this year, as it has heretofore been, to stimulate the child's desire for free and natural expression. This was accomplished (1) by selecting subjects for the conversational talks which would interest the child, which were in the domain of the child's experience, and (2) by giving full credit to the children for all information furnished by them in the development of the subject. Thus the educational processes which go on outside of school were not ignored. "From the known to the unknown" was the motto. The child's store of information and powers of expression were thoroughly explored, and the teacher's work began where the child's ended. The teacher revised, supplemented, and classified this information as it accumulated from day to day. As the work proceeded the child's powers of observation grew, his vocabulary and fund of information became more extended, and in consequence his desire for expression was correspondingly increased. The actual reading from the blackboard began in two or three weeks after the opening of school. The method employed was a combination of the word and sentence methods. Readers were placed in the hands of the children in November or December. The transition from the script, which the children had learned on the board, to the printed forms in their readers was not found difficult when the preliminary work had been well done. A supply of printed letter forms have been furnished the first-grade teachers during the past two years to aid them in this transition. It seems to us, however, that the work required of the teacher in the preparation, arrangement, and care of these cards and the very general confusion and disorder resulting from their use by the children, together with the small need which they have for their help, hardly justifies their use.

By the end of the first year the pupils had read most of the matter in each of the three books furnished them, had acquired a written vocabulary of five or six hundred words, and could read at sight with creditable ease and expression any new matter of the proper grade when tested. The alphabet had been learned, names and sounds of the consonants and long and short vowels had been taught.

In the second year the pupils were found able to do for themselves much that the teacher had been in the habit of doing for them in the first year. By their knowledge of the sounds and the markings of letters, by both word analysis and word analogy, by resort to the meaning of the context, by all these means, together with hard thinking, the pupils were able to help themselves to new words much in the same manner in which the teacher had carried on the development in the



first year and was still carrying it on in the second year. The fruit of this patient effort of the child to study his reading lessons for himself and by himself was found at first not so much in the knowledge gleaned as in the strength and confidence which came to him from the effort, and also the desire to do things which his effort had taught him he could do. It was his first lesson in learning how to study and in learning to study.

It is getting to be pretty generally recognized by educators that the motto of the new education, "along the lines of least resistance," leaves out of consideration both the education of the child's will, the development of that power which enables the pupil to hold himself to a difficult task until it is finished, and as well that joy and satisfaction which comes through conscious acquisition of knowledge. "The first lesson of education," says Professor Briggs, of Harvard College, "is the lesson of getting down to hard work and of doing that work thoroughly."

A new sixth reader of the Graded Literature Series was furnished the schools this year, and in the seventh grade was placed a half set of a patriotic reader with the expectation, as we understood, that it might not only serve as an exercise book in reading, but at the same time be helpful in stimulating patriotism and in furnishing the pupils with much useful information concerning our civil institutions, for, as some one has said, in learning to read one learns many useful things from what he reads. The book seems to have served its purpose well.

The teaching of pupils how to read should be followed by teaching them what to read. This is accomplished in the Washington schools, first, by the admirable series of text-books in reading furnished the pupils, books which are, in fact, as their names imply, graded steps in literature, and second, by the literature furnished as supplementary reading. During the past four years this has been greatly improved, both in quantity and quality. The series of English classics furnished the eighth-grade pupils has done much, in our opinion, toward developing in them a taste for and an appreciation of good literature. These books were read with greater pleasure and profit during this year than ever before.

*Composition.*—Correct habits of speech, both oral and written, is the end sought through aid of the work in composition. More than ever before has it been recognized this year that the oral work in this subject must bear a more conspicuous part if this end is to be attained. For we write, by natural inclination, as we talk, and in consequence it is the part of wisdom to learn to talk well if we would write well. This the pupils have been trying to do the past year with greater endeavor than ever before and with gratifying success in many instances.

The oral composition, while it may never be so long and involved as the written one, must come to just as serious a part of the child's



work in language training. Many teachers recognize this fact and have assigned a place in their programmes for this work. The length which they ask for in these compositions varies from a sentence to a good sized paragraph or more according to the grade and ability of the pupil. They are careful in selecting the subjects (1) that they be subjects about which the child can readily talk, and (2) that they be subjects worth talking about. They allow adequate but definite time for the preparation of these compositions. They are not intended as impromptu affairs. Their merit is judged by the same standards governing the written composition. The exercise furnishes to pupils excellent drill in concentration in addition to the drill in composition. It correlates well with the review work in history and geography.

The written composition has received the same painstaking intelligent attention that it has heretofore received from the Washington teacher. The watchword has been: "What is worth doing at all is worth doing well." It has been emphasized that only the most careful practice makes perfect. According to a certain classification, one made use of by good teachers frequently, all compositions are good compositions which show the best work of the pupil, and all compositions are poor compositions which show the pupil's indifferent effort. The pupils have been made to realize this and have been in turn encouraged and stimulated to do their best.

Special attention was given this year in all grades from the fourth to the eighth, inclusive, to the subject of letter writing, with very gratifying results. The business letter received the largest share of attention. Careful consideration was first given to the form of the letter. When the class had secured a clear understanding of what a good accepted form in a business letter consists the body of the letter was studied. Clearness, conciseness, correctness, and completeness, the qualities of a good letter, were continually insisted upon. The practice continued throughout the year and was valuable, not only in giving the pupils the ability to write a good business letter, but as well in furnishing an excellent drill in penmanship and composition.

*Grammar.*—The knowledge of grammar furnishes the pupil a reason for his faith and helps him to be his own teacher in his study of his mother tongue both in school and after he leaves it. Its place in the great scheme of language training is a subordinate one and always will be so long as it is easier to learn to know than it is to learn to do.

No new requirements have been made this year by the course of study in this subject. More specific instructions were given to the eighth-grade teachers in accordance with your directions regarding the use of the book furnished them last year. We believe the book, if properly used, both reenforces and supplements in an admirable way the eighth-grade work in grammar. The strong teacher will be able to use the two books with good results without further help. The

ones not so strong might be helped by more definite assignment of work.

The increased familiarity with the text-books in this subject which has come to the teachers with their use year by year has enabled them to do correspondingly better work. Many teachers not only know the text-book of their own grade, but those in use in other grades as well, and are thus enabled to harmonize to a large extent the differences in definition and terminology which exist. With each year the opinion is strengthened among teachers and supervisors that the introduction of text-books in grammar in the schools of Washington has strengthened the work in English.

*Spelling.*—The teachers have found less difficulty during the past year in accomplishing the work assigned for their grades in the subject of spelling than during any preceding year since the present organization of the schools was effected. This was because the pupils were better prepared for the work of their grade by having done the work of the preceding grades.

The spelling book has not displaced the incidental work in spelling, but rather supplemented it. Pupils still learn to spell the words they learn to use in their study of geography, history, grammar, and the other subjects of their grade, but in addition they learn to spell many other words which they have already learned to use out of school and which just as properly belong to the written vocabulary of their grades as those which they use in their school work.

During the first and second years the work in spelling was confined almost entirely to the words developed for purposes of reading and composition. In the third year lists were furnished the children which were denominated home words. In the fourth year was made the first assignment of work from a spelling book. This book is used in both fifth and sixth grades and completed in the seventh. A judicious mixture of oral and written work was the plan in all grades. Pupils were taught to concentrate their energies on difficult and unfamiliar words in the preparation of their work. Careful and exact definition was insisted upon. The plan of having pupils keep lists of misspelled words was used by many teachers.

The work of spelling in the eighth grade, aside from the work in word analysis, consisted largely of review work and the technical words belonging to the subjects of the grade. It was the plan of many teachers to prepare lists of words which were made from words actually misspelled in the school work and from words in common use which the teacher thought likely to be misspelled. Sections of fifty or one hundred of these words were given to the pupils at stated times and they were held responsible for the correct spelling of them. The responsibility was placed upon the pupil. The study was done after the recitation, and in consequence there was no wasted



energy, as only misspelled words were studied. The plan afforded another opportunity for independent work by the pupil, and in consequence better fitted him for either the high school or business.

The work in word analysis consisted of the prescribed assignment in English, Latin, and Greek roots, prefixes, and suffixes. An effort was made this year to have this work find more constant application in that of the other subjects in the grades, to be used as a means, not as an end. Improvement was observed in the work in this direction.

#### OTHER SUBJECTS.

*Arithmetic.*—A greater effort than ever before was made this year to fix number facts taught in the primary grades. This was thought to be necessary because of the suspicion that too many of these facts, when wanted by the pupils in the intermediate grades, were not found in their possession. The children had either not remembered them at all or had remembered them wrong. If the first was true, they were compelled to go back to first principles and demonstrate them over again by the objective method in order to possess themselves of the knowledge required to go on with their work, and in the second case they would write error into their problem. Thus both speed and accuracy, two of the main objectives of the teacher in her work in arithmetic, were sacrificed because of the fact that things taught in the grades below were not learned. It was thought that this weakness in the number work of the primary grades might be attributed to insufficient or misplaced abstract drill. It was noticed that more errors were found in the operations of addition and subtraction than in those of multiplication. A pupil should respond just as readily and accurately when asked the sum of two numbers as when asked their product. If he does not do so it is because he has studied his multiplication tables more thoroughly than he has his addition tables.

Thorough work in number combines the objective method of demonstration and the abstract drill with proper emphasis placed upon each and both processes brought as close together as possible. Conscious acquisition is not completed until the pupil has made the knowledge his own by aid of both his reason and his memory. Teachers have endeavored to bring these processes closer together this year. The combinations and separations to the limit in the lower grades have been as thoroughly taught as have been the multiplication tables.

Problem work has received its share of attention and has contributed not only to the child's knowledge of number facts and their relations, but as well to his powers of expression. Care has been exercised that the problems be not too long and that they be as varied as possible.

The new book placed in the third grade this year on trial is undoubtedly a valuable addition to the books used in that grade. The children and teachers both like it. The child is kept busy determining the



relationship of numbers by measuring pleasing concrete symbols of them. The book 'drills by the aid of problems which are real, and which deal with the child's environment and experience. It will do much to stimulate a liking for the subject of arithmetic, whereas the books now used do but little.

The work in the intermediate and advanced grades was during the past year as thorough and as efficient as it ever has been. Teachers have tried hard to preserve the balance between the two sides of this work. Their instruction has aimed to give the pupils the knowledge of how the problem should be worked, and at the same time the power or skill to work it quickly and accurately.

Arithmetic is an exact science and results as shown in examinations are never satisfactory. A long example in addition requiring an hundred operations in combining numbers contains one error. The example is wrong. No credit given for the ninety and nine additions which were correctly made. If it is one of five, in the examination the child's mark is 80 per cent. In no other subject is this system of measuring the child's strength and progress used.

In the review work in common fractions emphasis was placed by the sixth-grade teacher on analysis. The teacher, keeping in mind the close relation of percentage to this subject in principle, drilled on type problems illustrating the three cases in percentage, thus preparing the pupils for an easy mastery of this subject in the seventh grade.

In the work in measuring, special applications were subordinated to general principles. Thus the principles in surface measure were carefully taught before special rules for plastering, or carpeting, or papering were allowed.

The seventh and eighth grade work in percentage and its applications was as efficiently done as it could be with the present unsatisfactory book which the teachers use.

*History.*—The history work beginning in the first and second grades with stories associated with the national holidays was expanded in the third and fourth to include biographical studies of leading historical characters, together with the study of the capital city. It was made to correlate whenever possible with the local geography taught. The facts developed were made the basis of compositions. Some of the best produced in the grades were written on these subjects. The subject of history in this lower grade was always interesting and generally well taught. It served as a good preparation for the same work in the next grade. In the fifth grade the book used served more as a reading book and less as a text than formerly. In accordance with your direction, the chief aim of the teacher was to interest the pupils and to inspire within them a love for the study—a desire to continue it. To this end nothing like a connected story of the country's life

was attempted. No formal history work was done, yet much historical information remained with the pupils at the end of the year. Every effort was made to have the pupils produce facts in their own words when the biographies were discussed after reading. Maps, pictures, supplementary reading—every possible help was used by the teachers to increase interest in the work.

In the sixth and seventh grades the formal history work was begun and finished. In the sixth year the periods of exploration and discovery, settlement, and the Revolutionary war were studied. In the seventh the Revolutionary period was reviewed and the study continued down to the present time. In these two years the pupils did much reading and sifting of facts. With the help of the teacher outlines were made and studied. Finally, essential facts were selected and fixed by careful drill.

It was thought by many seventh-grade teachers that the work in the Revolutionary war should be more thoroughly done in the sixth year in order to lighten the work in the seventh year. This might be done by abridging the requirements in the period of exploration and discovery.

In the eighth grade the study of local history was greatly facilitated by the use of the two pamphlets furnished the grade a year ago. Many teachers used the following plan for carrying on this part of the year's work: Individual reports, written or oral, on the various departments of the local government were prepared by the pupils. While these pamphlets were valuable aids to the pupils in the preparation of these reports, they furnished but a part of the information used in preparing them. A great deal of original research was undertaken by the pupils, officials were interviewed, records examined, and the city's history and government studied from every possible way. In the scheme for this work assignments of subjects were made well in advance of the dates when the reports were due. These reports were read to the school and criticised. By this method of the treatment of the history of the local government enthusiasm was aroused, independence of effort was cultivated, and much new and interesting information was brought to light. The work in local civics was followed by the study of the origin and analysis of the Constitution. The work was creditably done despite the unsatisfactory text-book in use. The supervisors and teachers noted with satisfaction the action of the board of education in the adoption of a new book on the subject of civics at the close of the year. The work in civics can not fail of great improvement through this change.

The teachers have realized more than ever before this year that the preparation for their history work required extensive reading and most careful planning, and in most cases this preparation was made.



The philosophical method of the study of history considers all historical information from the standpoint of cause and effect; but little can be done by the pupils in the grades of the public schools in the study of history in this way, but this little is creditably done in the Washington school.

*Geography.*—Geography is the science which deals with the earth as the home of man. This modern definition is one with which the instructions on this subject in the Washington school is in perfect accord. The human side of geography has been emphasized. The finished products of nature's resources and man's industries, those which minister to the comfort and well-being of man, have been first and chiefly studied, and then the pupils have been led back step by step through the industrial processes of mining, agriculture, lumbering, and transportation to the origin of these natural resources, to the physical side of the subject. In this way the child's self-activity has been given the greatest possible stimulus, for the relation of the earth to man from the standpoint of food, drink, clothing, and shelter is far more interesting to him than is the study of any physical phenomena found in rock, river, cloud, or rain, and far more beneficial and just as educational. Not that physical geography has been ignored, only properly subordinated.

Place geography was studied incidentally very largely. In this and also in the industrial and commercial features of the work as great care was exercised to avoid excessive minutiae as was taken to fix clearly and permanently the large and important facts which were developed and which were to make up at the end of the year the pupil's knowledge of geography. It is believed that both care and intelligence have been shown by the teachers this year in outlining the work in geography, as well as in seeing that the work of the pupils was well done.

The geography work begins with the third grade and is closely woven in with the work in history and nature. The first year's work in geography is one almost entirely of observation. Little verbal description is here used. Relative and absolute positions are learned by comparison with fixed points observed either on the earth or in the heavens. Map drawing, beginning with the schoolroom, takes in step by step adjacent halls, rooms, school yard and building, block, and, finally, the capital city. Facts learned were fixed by oral and written composition. Some local field work was done in neighboring park, field, or woods with profit to the pupil.

The fourth grade work in geography reviewed that of the third, and joined to this study of the city that of neighboring cities, rivers, and localities. Following this the continent of North America was studied briefly, both as to its physical and political divisions, and then the last step in the expansion of local geography was taken and the pupil was helped to a conception of the world as a whole. This foun-



dation laid, the last part of the year was devoted to the further study of the United States from the standpoints of its commerce and industry. States were grouped according to products, and careful drill was had upon important cities and rivers.

The fifth grade work was largely a review and amplification of that in the fourth year, with the addition of South America. Collateral reading from our American neighbors was furnished the pupil. In this grade was begun systematic work in the geography of current events, which was continued through the sixth and seventh. This is a most important part of the work in geography at any time, and especially so at the present, when history is being made so rapidly.

The sixth grade work is a most important part of the work in geography, as this year the United States is finally studied and reviewed. Many teachers in this grade have made exhaustive outlines during this year of the work in the United States for purposes of comparison with similar outlines by other teachers, and for the purpose of criticism by the supervising principal. These outlines were discussed in teachers' meetings with the aim of producing one having the best features of them all. Collateral reading from Carpenter's North America was furnished this grade.

A very valuable help to the seventh grade work is Adams's Commercial Geography, furnished this year.

*Penmanship.*—The essentials of modern business penmanship are legibility, speed, and ease in writing. These essentials are acquired by persistent, intelligent, painstaking practice, with more or less adherence to certain prescribed positions for both body and hand, and to certain recognized standard forms of letters. The place of the copy book in the teaching of penmanship is a subordinate one, and is so recognized by most Washington teachers. At best it but supplements the teacher's work. It furnishes perfect copies for the practice of the pupils and printed instructions to govern his practice, but the teacher must interpret these copies by aid of the blackboard and see that these printed instructions and all others are observed, not only in the formal exercise in penmanship but in all the daily writing of the pupil if good writing is secured. The copy book lends emphasis and stimulus to the work, but without the added emphasis and stimulus furnished by the teacher's enthusiasm in the work little good results can be obtained.

The copy book furnished the second grade last year was not supplied this year. The large letters used in the writing of this grade could not be well accommodated by the small spacing in this book. In its place was supplied, on trial, the Cadmus tablet with its accompanying practice book.

It is the general opinion of both teachers and supervisors that no copy book at all is needed in the second grade.

While the work in penmanship in the Washington schools is not

wholly satisfactory, we believe that the improvement noted in last year's report has been continued in the work of this year. The thoughtful teacher has recognized the fact that the great quantity of written work done by the pupils daily should, if carefully done, furnish sufficient practice to insure good penmanship in the upper grades, and he is generally endeavoring to see that it is so done.

*Physiology.*—The work in medical inspection has stimulated somewhat the work in physiology and hygiene during the past year. The underlying principle in the present course of study in this subject, viz, the intelligent care of the body, has been emphasized in this way. Great need is felt for more suitable text-books in this subject, and the hope is here expressed that they may be provided this year.

As in years past, but little formal work in the study of physiology and anatomy of the body was attempted. Instruction was furnished in matters of hygiene and sanitation, and laws relating to these subjects were daily applied in the care of the schoolroom and with the pupil in the care of his own body. This instruction was graded, as required by the course, to suit various needs of the children.

#### SUPERVISION.

It has been the constant aim of the supervisors during the past year, as it has heretofore been, to help the teaching in the Washington public schools by helping the teacher. While every successful teacher must in a certain sense work out his own salvation, pedagogically speaking, he does so in a measure by seeking and making use of good advice and wise counsel. This the supervisors have tried at all times to give. We hope we have not always failed. We have felt the need of more time to give to this purely educational side of our work. The strong teacher needs but little of our time, but to help the weak teacher requires upon our part the most careful study of his teaching day by day, of his personality as it affects the children before him, of his scholarship, and of the preparation which he makes for his work, as well as the results which he secures. This requires more time than is afforded by a visit to his school of a half hour or an hour two or three times per month.

The multiplicity of the supervisor's duties outside of those purely educational have been so well and repeatedly set forth in reports of this body that it is not deemed necessary to here again enumerate them. We will say, however, that with the growth and improvement of the schools year by year sees an increase in these clerical duties, and do what we may to prevent they greatly encroach upon that part of our time which could with more profit be given to the supervision and examination of the schools. Notwithstanding this, we believe the supervision of the past year to have been fully up to that of previous years.



One of the most difficult and responsible of the duties of the supervisor is the annual rating of his teachers which he is required to make. To do this, in the language of last year's report, with even and exact justice to all is his most earnest desire. In keeping with the spirit of your instructions, Mr. Superintendent, he endeavors to make sure that his estimate of the efficiency of his teachers is comprehensive, only regarding the large and important elements of the teacher's work. He remembers that the good teacher is of more than one type and that results count for more than methods. He knows the value of sympathy to the teacher in his work and most willingly and freely gives it. Next to his desire to be just is his desire to be thought just by his teachers.

#### MISCELLANEOUS.

*Medical inspection.*—An act of Congress making appropriations for the expenses of the District of Columbia for the fiscal year ending June 30, 1904, made provision for the first time for medical inspection in the public schools of Washington. In accordance with the provisions of this act the Commissioners ordered a competitive examination of candidates for positions as medical inspectors. This examination was held July 22, 1903. Twenty-two candidates took the examination, but only six of them were successful. In consequence another examination was ordered and held on September 9, 1903, the result of which increased the eligible list to eleven, one short of the number provided for by Congress. These eleven successful candidates were appointed by the Commissioners and carried on the work of the medical inspection of the schools under directions and regulations prepared by the health office and approved by the Board of Education and Commissioners. On May 24, 1904, the twelfth inspector was appointed.

It was found impossible with the number of inspectors provided to make daily inspection of each school. With the exception of some of the most remote county schools, however, the schedule of visits reported by the inspectors shows that each school has been visited regularly from two to three times per week during the year. The teachers cooperated in every possible way with the inspectors to make this initial year of the work a success. The inspectors themselves were at all times courteous in their relations with teachers, pupils, and parents, and exercised good judgment and commendable discretion in the discharge of their duties. Both as an educating influence and as an immediate prevention to the spread of disease the work has undoubtedly been successful. The following data were obtained from the record of the health office:

Visits to school buildings .....	8, 110
Visits to residences .....	247
Pupils examined .....	10, 262
Pupils excluded .....	1, 288

Pupils readmitted .....	5,853
Cases of diphtheria.....	6
Cases of chicken pox .....	67
Cases of measles.....	86
Cases of German measles.....	113
Cases of mumps .....	60
Cases of pediculosis.....	431
Cases of scarlatina.....	25
Cases of conjunctivitis .....	50
Cases of whooping cough.....	20
Cases of tonsilitis.....	35

Treatment was advised in 346 cases for defective vision, and in 49 cases for defective hearing.

In an examination of 114 pupils in the high and manual training schools who were candidates for admission to the normal schools it was recommended that three of these pupils be rejected on account of physical defects which render them unable to perform their work as teachers.

*School gardens.*—During the year just closed 'great emphasis has been placed on the subject of school gardening. The full fruits, literally and figuratively speaking, of the teachers and pupils' efforts in this line of school work will not be seen until the schools open in September, but enough was observed in June to warrant the statement that the experiment has been a success.

By the courtesy of the Agricultural Department, and through an arrangement made by this Department with a local seed firm, requisitions for flower and vegetable seeds were honored in the early spring from every teacher in the schools for the nominal sum of one cent per package. Circulars of instructions as to the planting of these seeds and caring for the flowers and vegetables both from the Agricultural Department and normal school followed. Soil was furnished when called for and the work was thus begun. To this point it had gone on uniformly. From this point the development was determined by the ability and zeal of the teachers and pupils. Something of value has been done on almost every school ground in the city, and on many much has been done.

With the fruit of experience and the recognition of the movement by Congress in appropriation, there will undoubtedly develop out of this multiform effort of teachers and pupils a plan for school gardening which will not only serve the educational purpose of the movement, but at the same time do much for the permanent improvement of the school grounds from the artistic standpoint.

*Lectures.*—The admirable course of lectures provided for the teachers of the Washington public schools of the first eight divisions through the efforts of prominent members of the Teacher's Annuity and Aid Association last year was so thoroughly enjoyed and well patronized by the teachers that a second course was arranged for the year just



closed. The lecturers of this second course proved to be both as entertaining and as profitable as were those of the first. The teachers who had the matter in charge are to be commended and congratulated for their zeal and ability which both prompted the undertaking and carried it forward to so successful a completion.

A like course was successfully arranged for this year by the teachers of the colored schools.

The following is the list of lecturers and their subjects for both courses:

White schools: Francis Landy Patton, "Psychology of moral obligation;" Thomas Raynesford Lounsbury, "The standard of propriety in speech;" Caroline Hazard, "Moral education in schools;" Carroll D. Wright, "The old versus the new political economy;" Liberty Hyde Bailey, "The nature study movement;" E. Benjamin Andrews, "Problems of Greater America;" William J. Long, "The study of nature and animal life."

Colored schools: Thomas Raynesford Lounsbury, "The standard of propriety in speech;" Caroline Hazard, "Moral education in schools;" O. I. Woodley, "Some reasons why teachers fail;" Carroll D. Wright, "The value of art and skill in industry;" E. Benjamin Andrews, "Teachers' self culture;" W. E. B. DuBois, "Heredity and the public schools."

Another series of lectures of profit to the teachers was that on public health provided by the board of trade and authorized by the Board of Education. The following is the list of lecturers and their subjects: Dr. D. Percy Hickling, "First aid;" Dr. William C. Woodward, "Contagious diseases;" Gen. George M. Sternberg, "Tuberculosis;" Gen. Walter Wyman, "Public hygiene;" Dr. A. F. A. King, "The care of the body."

*Salaries.*—The supervisors with one accord indorse the action of Congress in providing in the appropriation act for 1904–5 for so generous an increase in the salaries of the lower grade teachers. May the good work go on.

#### COMPULSORY EDUCATION.

*Truancy.*—The law which failed of enactment by the last Congress we believe to have been a wise measure, and we hope that it will be passed by the next Congress.

In conclusion, permit me, Mr. Superintendent, to express for myself and associates our appreciation of the courtesy extended to us at all times by yourself and assistants, and to thank you for much helpful advice and counsel which we have received.

Very respectfully,

H. M. JOHNSON.

Mr. A. T. STUART,

*Superintendent of Schools.*

## FIRST DIVISION.

TABLE I.—Showing location of buildings and distribution of schools by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Franklin, Thirteenth and K streets NW .....	2	1	1	1	2	2	2	2	...	<sup>a</sup> 13	<sup>b</sup> 17	<sup>c</sup> 10
Dennison, S street NW., between Thirteenth and Fourteenth streets .....	2	1	1	1	1	1	1	1	1	10	<sup>a</sup> 12	<sup>e</sup> 12
Force, Massachusetts avenue, between Seventeenth and Eighteenth streets NW .....	2	2	2	1	2	2	1	1	...	13	12	<sup>f</sup> 14
Adams, R street, between Seventeenth and Eighteenth streets NW .....	1	1	1	1	1	1	1	1	...	8	8	8
Berret, Fourteenth and Q streets NW .....	1	1	1	1	1	1	1	1	...	8	<sup>g</sup> 9	8
Harrison, Thirteenth street, between V and W streets NW .....	...	1	1	1	1	1	1	1	1	8	8	<sup>h</sup> 9
Thomson, Twelfth street, between K and L streets NW .....	...	1	1	1	...	...	...	...	...	3	<sup>i</sup> 6	8
Johnson, Mount Pleasant .....	1	1	1	1	1	1	1	1	...	8	8	8
Johnson Annex, Mount Pleasant .....	...	...	...	...	...	...	...	...	1	1	<sup>k</sup> 1	<sup>h</sup> 2
Hubbard, Kenyon street, between Eleventh and Twelfth streets NW .....	1	1	1	1	1	2	2	1	...	10	8	10
Morgan, California avenue, between Champlain avenue and Eighteenth street NW .....	7-8	...	1	1	1	1	1	1	1	8	8	<sup>h</sup> 9
Whole number of schools:												
1904 .....	11	10	11	10	11	12	11	10	4	90	100	93
1903 .....	11	11	12	11	11	12	12	11	5	96	108	100

<sup>a</sup> Eight practice schools under supervision of four normal teachers.<sup>b</sup> One room used by normal school and three for other purposes.<sup>c</sup> Including four normal teachers and one assistant to the principal of the building.<sup>d</sup> One room used for cooking and one room for cutting and fitting school.<sup>e</sup> Including assistant to principal and assistant kindergarten teacher.<sup>f</sup> Including assistant to principal.<sup>g</sup> One room used for cooking school.<sup>h</sup> Including assistant kindergarten teacher.<sup>i</sup> One room used for cooking school and two rooms for manual training.<sup>k</sup> One room used for cooking school, one for manual training, and one for cutting and fitting class.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Franklin .....	Steam ...	Excellent <sup>a</sup>	Fair .....	Good .....	Excellent <sup>b</sup>	Insufficient.	Owned.
Thomson .....	Furnace.	Good .....	do .....	Fair .....	Insufficient.	...	Do.
Adams .....	do .....	Excellent	Excellent	Excellent	Excellent	Small.	Do.
Dennison .....	Steam .....	do .....	do .....	Good .....	do .....	Excellent	Do.
Force .....	do .....	do .....	Fair .....	Excellent	do .....	Small.	Do.
Harrison .....	Furnace.	do .....	Excellent	do .....	do .....	do .....	Do.
Berret .....	do .....	Good .....	do .....	do .....	do .....	Insufficient.	Do.
Johnson .....	do .....	Excellent	Fair .....	Good .....	Good .....	Fair .....	Do.
Johnson Annex .....	Stoves .....	Good .....	Poor .....	None <sup>c</sup> .....	None .....	do .....	Do.
Hubbard .....	Furnace.	Excellent	Good .....	Excellent	Excellent	Excellent	Do.
Morgan .....	do .....	do .....	do .....	do .....	do .....	do .....	Do.

<sup>a</sup> Five rooms, poor.<sup>b</sup> Boys' play rooms insufficient.<sup>c</sup> See Johnson School

TABLE III.—Showing half-day schools.

School.	Half-day schools.		Grades of half-day schools, 1904.	Number above second grade, 1904.
	1904	1903.		
Force .....	2	...	1, 2	...
Phelps .....	...	2	...	...
Hubbard .....	4	2	3, 3, 2, 2	2
Total .....	6	4	...	2



TABLE IV.—Showing distribution of pupils by grades, attendance, and average number per teacher.

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1904.	
	1904.	1903.	1904.	1903.	1904.	1903.	1904.	1903.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	11	11	466	507	407	432	381	406	42.3	37.0
Seventh.....	10	11	454	457	375	398	352	374	45.4	37.5
Sixth.....	11	12	486	500	409	431	381	403	44.1	37.1
Fifth.....	10	11	495	486	398	412	368	381	49.5	39.8
Fourth.....	11	11	489	457	415	387	383	362	44.4	37.7
Third.....	12	12	476	506	398	427	365	394	39.6	33.1
Second.....	11	12	467	503	386	421	355	389	42.4	35.0
First.....	10	11	540	587	417	430	380	393	54.0	41.7
Total.....	86	91	3,873	4,003	3,205	3,338	2,965	3,102	45.0	37.2
Kindergarten.....	4	5	205	235	127	146	109	127	51.2	31.7
Total.....	90	96	4,078	4,238	3,332	3,484	3,074	3,229	45.3	37.0

TABLE V.—Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.

Month.	Percent- age of attendance, 1904.	Cases of tardiness.		Tardi- ness of teachers, 1904.	Substitute service.	
		1904.	1903.		1904.	1903.
September.....	97.7	111	116	2	6	4.5
October.....	95	602	648	9	17.5	17.5
November.....	94.5	652	523	15	17	27
December.....	91.7	685	709	26	45.5	39.5
January.....	90	992	798	25	53.5	71
February.....	90.8	751	649	19	68.5	102.5
March.....	90.6	705	564	13	65.5	94
April.....	92.7	508	403	9	10.5	68
May.....	90.5	803	616	11	27.5	23.5
June.....	92.9	444	287	6	33.5	10.5
Total.....		6,253	5,313	135	345	458

TABLE VI.—Showing number of graduates from Washington Normal School, other normal schools, colleges, and nongraduates.

Washington Normal School .....	60
Other normal schools .....	7
Colleges.....	3
Kindergartens.....	8
Nongraduates.....	16
Total.....	94
Counted more than once .....	1
Total.....	93

## SECOND DIVISION.

TABLE I.—Showing location of buildings and distribution of schools by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Abbot, Sixth and L streets NW .....	1	2	1	1	1	1	1	2	....	10	9	10
Seaton, I, between Second and Third streets NW ..	1	1	1	1	{ <sup>3-4</sup> <sub>1</sub> }	1	2	2	1	<sup>a</sup> 12	12	<sup>b</sup> 12
Twining, Third, between N and O streets NW ...	1	1	1	1	1	1	1	1	....	8	8	8
Morse, R, between Fifth street and New Jersey avenue NW .....	1	1	1	1	1	2	2	2	....	11	8	11
Henry, P, between Sixth and Seventh streets NW ..	1	1	1	2	2	3	3	....	....	13	12	<sup>c</sup> 14
Polk, Seventh and P streets NW .....	1	1	1	1	1	....	....	3	1	9	8	<sup>d</sup> 10
Webster, Tenth and H streets NW .....	1	1	2	2	2	2	2	2	....	14	12	<sup>e</sup> 16
Phelps, Vermont avenue, between T and U streets NW .....	1	1	1	1	1	1	1	1	1	9	8	<sup>d</sup> 10
Whole number of schools:												
1904 .....	8	9	9	10	11	11	12	13	3	86	77	90
1903 .....	8	9	10	11	11	12	14	14	4	93	89	99

<sup>a</sup> Four practice schools under supervision two normal teachers.<sup>b</sup> Including assistant kindergarten teacher, two normal teachers, and assistant to the principal of the building.<sup>c</sup> Including assistant.<sup>d</sup> Including assistant kindergarten teacher.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Abbot .....	Furnace..	Good .....	Fair .....	Good .....	None .....	None .....	Owned.
Seaton .....	Steam .....	Excellent	Poor .....	Poor .....	Good .....	Good .....	Do.
Twining .....	Furnace..	do .....	Good .....	do .....	do .....	do .....	Do.
Morse .....	do .....	do .....	do .....	Fair .....	do .....	do .....	Do.
Henry .....	Steam .....	do .....	Poor .....	do .....	Fair .....	do .....	Do.
Polk .....	Furnace..	do .....	Good .....	Good .....	do .....	do .....	Do.
Webster .....	Steam .....	do .....	Poor .....	do .....	do .....	None .....	Do.
Phelps .....	Furnace..	do .....	Excellent	Excellent	do. <sup>a</sup>	Small .....	Do.
624-626 O street NW. <sup>b</sup>	.....	.....	.....	.....	.....	.....	Rented.
607-609 O street NW. <sup>c</sup>	.....	.....	.....	.....	.....	.....	Do.
212 H street NW <sup>d</sup>	.....	.....	.....	.....	.....	.....	Do.

<sup>a</sup> Five rooms poor.<sup>c</sup> Used for cooking.<sup>b</sup> Used for manual training.<sup>d</sup> Used for manual training and cooking.

TABLE III.—Showing half-day schools.

Building.	Half-day schools.		Grades of half-day schools, 1904.	Number above second grade, 1904.
	1901.	1903.		
Abbot .....	2	2	1, 1	.....
Phelps .....	2	2	1, 2	.....
Morse .....	6	4	1, 1, 2, 2, 3, 3	2
Henry .....	2	2	2, 2	.....
Polk .....	2	2	1, 1	.....
Webster .....	4	4	1, 1, 2, 2	.....
Total .....	18	16	.....	2



TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1904.	1903.	1904.	1903.	1904.	1903.	1904.	1903.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	8	8	348	379	296	320	280	305	43.5	37.0
Seventh.....	9	9	374	409	326	363	307	343	41.5	36.2
Sixth.....	9	10	417	489	353	429	327	403	46.3	39.2
Fifth.....	10	11	470	519	398	461	371	432	47.0	39.8
Fourth.....	11	11	481	528	432	469	404	439	43.7	39.2
Third.....	11	12	525	569	465	506	433	471	47.7	42.2
Second.....	12	14	463	604	410	529	381	490	38.5	34.1
First.....	13	14	605	660	479	512	438	469	46.5	36.8
Total.....	83	89	3,683	4,157	3,159	3,589	2,941	3,452	44.3	38.0
Kindergarten.....	3	4	145	218	98	149	87	131	48.3	32.6
Total.....	86	93	3,828	4,375	3,257	3,738	3,028	3,583	44.5	37.8

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Per cent- age of attend- ance, 1904.	Cases of tardiness.		Tardi- ness of teachers, 1904.	Substitute service.	
		1904.	1903.		1904.	1903.
September.....	95.9	80	65	1	21.5	15
October.....	94.2	427	470	12	88.5	37
November.....	94	465	377	9	53.5	19
December.....	92.6	450	591	5	39.5	30.5
January.....	92.1	580	687	7	104.5	117
February.....	92.3	419	506	16	83.5	116.5
March.....	91.6	443	496	10	81	155
April.....	93	280	326	7	27.5	112.5
May.....	81.9	431	440	5	43.5	106
June.....	93.7	229	204	7	31	31.5
Total.....		3,764	4,162	59	574	740

TABLE VI.—*Showing number of graduates from Washington Normal School, other normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School.....	65
Other normal schools.....	7
Colleges.....	2
Kindergartens.....	6
Nongraduates.....	13
Total.....	93
Counted more than once.....	3
Total.....	90

## THIRD DIVISION.

TABLE I.—Showing location of buildings and distribution of schools by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolroom.	Number of teachers.
Peabody, Fifth and C streets NE.....	1	1	2	3	2	1	1	1	1	13	12	<sup>a</sup> 15
Hilton, Sixth, between B and C streets NE.....	1	1	1	1	1	1	$\left\{ \begin{smallmatrix} 1 \\ 1-2 \end{smallmatrix} \right\}$	1	.....	9	8	9
Edmonds, Ninth and D streets NE.....	.....	1	1	1	1	$\left\{ \begin{smallmatrix} 1 \\ 2-3 \end{smallmatrix} \right\}$	.....	1	.....	7	<sup>b</sup> 8	7
Maury, B, between Twelfth and Thirteenth streets NE.....	1	1	1	1	1	1	1	2	.....	9	8	9
Towers, Eighth and C streets SE.....	1	1	1	1	1	1	1	3	.....	10	8	10
Wallach, D, between Seventh and Eighth streets SE.....	1	1	2	3	3	2	2	.....	.....	14	<sup>c</sup> 14	<sup>d</sup> 15
Brent, Third and D streets SE.....	1	1	1	1	1	1	1	2	.....	9	8	9
Lenox, Fifth, between G and Virginia avenue SE.....	1	1	1	1	1	$\left\{ \begin{smallmatrix} 1 \\ 2-3 \end{smallmatrix} \right\}$	1	2	.....	10	8	10
Dent, Second street and South Carolina avenue SE.....	.....	1	1	1	1	1	1	2	1	9	8	<sup>e</sup> 10
Total number of schools:												
1904.....	7	9	11	13	12	12	10	14	2	90	82	94
1903.....	8	10	11	14	12	13	12	15	2	97	82	101

<sup>a</sup> Including assistant kindergarten teacher and one assistant to principal.  
<sup>b</sup> One room vacant.

<sup>c</sup> One room used for cooking school.  
<sup>d</sup> Including assistant to principal.  
<sup>e</sup> Including assistant kindergarten teacher.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Peabody.....	Steam.....	Excellent	Excellent	Excellent	Small.....	Small.....	Owned.
Hilton.....	Furnace.....	do.....	do.....	do.....	do.....	do.....	Do.
Edmonds.....	do.....	do.....	do.....	do.....	do.....	Ample.....	Do.
Maury.....	do.....	do.....	Good.....	do.....	do.....	Fair.....	Do.
Towers <sup>a</sup> .....	do.....	do.....	do.....	do.....	do.....	Ample.....	Do.
Wallach.....	Steam.....	do.....	do.....	Fair.....	do.....	do.....	Do.
Brent.....	Furnace.....	do.....	do.....	Excellent	do.....	do.....	Do.
Lenox.....	do.....	do.....	do.....	do.....	do.....	Small.....	Do.
Dent.....	do.....	do.....	Excellent	do.....	do.....	Ample.....	Do.

<sup>a</sup> In the Towers school the boys' play room is used as a coal vault.

TABLE III.—Showing half-day schools.

School.	Half-day schools.		Grades of half-day schools, 1904.	Number above second grade, 1904.
	1904.	1903.		
Peabody.....	2	4	1, 2	.....
Hilton.....	2	4	1, 2	.....
Carbery <sup>a</sup> .....	.....	4	.....	.....
Maury.....	2	6	1, 2	.....
Towers.....	4	4	1, 1, 1, 2	.....
Wallach.....	2	2	2, 2	.....
Brent.....	2	2	1, 2	.....
Lenox.....	4	4	1, 1, 2, 2-3	1
Dent.....	2	2	1, 2	.....
Total.....	20	32	.....	1

<sup>a</sup> Transferred to the ninth division.



TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1901.	1903.	1901.	1903.	1901.	1903.	1901.	1903.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	7	8	282	351	253	303	240	297	40.2	36.1
Seventh.....	9	10	389	411	311	368	327	352	43.2	38.2
Sixth.....	11	11	473	527	420	470	398	446	43.0	38.1
Fifth.....	13	14	603	633	532	557	501	522	46.3	40.9
Fourth.....	12	12	534	598	488	536	456	503	44.5	40.6
Third.....	12	13	526	577	495	515	462	482	43.8	41.2
Second.....	10	12	501	566	448	496	421	466	50.4	44.8
First.....	14	15	672	732	546	576	502	530	48.0	39.0
Total.....	88	95	3,983	3,769	3,526	3,821	3,307	3,588	45.2	40.0
Kindergarten..	2	2	102	103	79	71	70	63	51.0	39.5
Total.....	90	97	4,085	4,501	3,605	3,892	3,377	3,651	45.3	40.0

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percentage of attendance, 1904.	Cases of tardiness.		Tardiness of teachers, 1904.	Substitute service.	
		1904.	1903.		1904.	1903.
September.....	98.0	35	41	0	19.0	34.0
October.....	96.0	243	249	27	82.0	133.5
November.....	95.1	254	264	27	114.5	98.0
December.....	92.3	281	273	19	126.0	96.0
January.....	91.4	344	366	38	101.5	100.5
February.....	92.9	278	233	26	105.0	54.5
March.....	91.6	283	231	14	124.5	28.5
April.....	93.5	180	156	10	28.5	46.5
May.....	93.1	277	213	10	50.5	22.5
June.....	94.6	151	90	17	55.5	12.5
Total.....		2,326	2,116	188	807.0	626.5

TABLE VI.—*Showing number of graduates from Washington Normal School, other normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School .....	71
Other normal schools.....	4
Colleges.....	1
Kindergartens.....	4
Nongraduates.....	14
Total.....	94

## FOURTH DIVISION.

TABLE I.—Showing location of buildings and distribution of schools by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Jefferson, Sixth and D streets SW.....	2	2	3	3	2	2	2	2	1	19	<sup>a</sup> 20	<sup>b</sup> 21
Amidon, Sixth and F streets SW.....			1	1	1	2	2	2	1	10	8	<sup>c</sup> 11
Smallwood, I street, between Third and Four- and-a-half streets SW.....	1	1	1	1	1	1	1	2	...	9	8	9
Sayles J. Bowen, Third and K streets SW.....		1		1	2	2	1	1	...	8	8	8
Greenleaf, Four-and-a-half street, between M and N streets SW.....			1	1	2	1	2	2	...	9	8	9
Bradley, Thirteen-and-a-half street, between C and D streets SW.....	1	1	1	1	1	1	1	1	...	9	8	9
Arthur, Arthur place NW.....	1	1	1	1	1	<sup>c</sup> 2-3 1	1	2	...	10	8	10
McCormick, Third street, between M and N streets SE.....					1	<sup>c</sup> 2-3 1	1	2	...	6	4	6
Potomac, Twelfth street, between Maryland avenue and E street SW.....					1	1	1	1	...	4	4	4
Total number of schools:												
1904.....	5	6	8	9	12	14	13	15	2	84	76	87
1903.....	5	6	8	9	12	14	13	15	2	84	76	87

<sup>a</sup>One room used as office for supervising principal and one for cooking school.<sup>b</sup>Including assistant to principal and assistant kindergarten teacher.<sup>c</sup>Including assistant kindergarten teacher.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventila- tion.	Water- closets.	Play rooms.	Yards.	Owned or rented.
Jefferson.....	Steam.....	Excellent <sup>a</sup>	Fair.....	Excellent	Excellent	Excellent	Owned.
Amidon.....	Furnace.....	do.....	Excellent	Fair.....	do.....	Small.....	Do.
Smallwood.....	do.....	do.....	do.....	Excellent	Small.....	do.....	Do.
Sayles J. Bowen..	Steam.....	Insuffi- cient.	do.....	do.....	Good.....	Excellent	Do.
Greenleaf.....	Furnace..	Excellent	do.....	do.....	Small.....	Small.....	Do.
Bradley.....	do.....	do.....	do.....	do.....	do.....	do.....	Do.
Arthur.....	do.....	do.....	do.....	do.....	Good.....	Excellent	Do.
McCormick.....	do.....	do.....	Fair.....	Poor.....	None.....	do.....	Do.
Potomac.....	Stoves.....	do.....	do.....	do.....	do.....	Small.....	Do.
494 Maryland av- enue SW. <sup>b</sup>							Rented.

<sup>a</sup>Eight rooms insufficient.<sup>b</sup>Used for manual training.

TABLE III.—Showing half-day schools.

School.	Half-day schools.		Grades of half-day schools, 1904	Number above second grade, 1904.
	1904.	1903.		
Jefferson.....	2	2	2, 2	...
Amidon.....	4	4	1, 1, 2, 2	...
Smallwood.....	2	2	1, 2	...
Greenleaf.....	2	2	2, 2	...
Bradley.....	2	2	1, 2	...
Arthur.....	4	4	1, 1, 2, 2-3	1
McCormick.....	4	4	1, 1, 2, 2-3	1
Total.....	20	20	...	2

TABLE IV.—Showing distribution of pupils by grades, attendance, and average number per teacher.

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1904.	1903.	1904.	1903.	1904.	1903.	1904.	1903.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	5	5	223	209	189	179	179	180	44.6	37.8
Seventh.....	6	6	298	265	259	238	246	225	49.6	43.1
Sixth.....	8	8	387	372	332	325	310	306	48.3	41.5
Fifth.....	9	9	463	473	398	410	372	384	51.4	44.2
Fourth.....	12	12	591	568	516	493	474	457	49.2	43
Third.....	14	14	649	616	543	540	502	501	46.3	38.7
Second.....	13	13	614	619	539	539	493	494	47.2	41.4
First.....	15	15	746	827	619	644	562	585	49.7	41.2
Total.....	82	82	3,971	3,949	3,395	3,368	3,138	3,132	48.4	41.4
Kindergarten.....	2	2	105	108	74	73	63	61	52.5	37
Grand total.....	84	84	4,076	4,057	3,469	3,441	3,201	3,193	48.5	41.2

TABLE V.—Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.

Month.	Percent- age of attend- ance, 1904.	Cases of tardiness.		Tardi- ness of teachers, 1904.	Substitute service.	
		1904.	1903.		1904.	1903.
September.....	96.3	42	38	1	11.0	11.0
October.....	94.1	324	320	4	88.0	55.5
November.....	93.3	434	346	9	62.0	41.5
December.....	92.3	337	407	10	17.5	32.5
January.....	90.5	474	446	18	54.5	76.0
February.....	91.7	354	339	12	76.0	57.5
March.....	91.6	298	315	12	79.5	88.5
April.....	92.2	231	250	2	37.0	54.5
May.....	90.8	318	320	10	44.5	47.5
June.....	93.8	157	122	5	35.5	44.0
Total.....		2,969	2,903	83	505.5	514.5

TABLE VI.—Showing number of graduates from Washington Normal School, other normal schools, colleges, kindergartens, and nongraduates.

Washington Normal School.....	60
Other normal schools.....	10
Colleges.....	1
Kindergartens.....	4
Nongraduates.....	13
Total.....	88
Counted more than once.....	1
Total.....	87



## FIFTH DIVISION.

TABLE I.—Showing location of buildings and distribution of schools by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Jackson, U street, between Thirtieth and Thirty-first streets.....	1	1	1	1	1	1	1	1	1	9	8	<sup>a</sup> 10
Grant, G street, between Twenty-first and Twenty-second streets.....	1	1	1	2	2	2	2	3	—	14	12	<sup>b</sup> 15
Curtis, O street, between Thirty-second and Thirty-third streets.....	1	1	1	2	1	1	3	1	—	11	9	11
Addison, P street, between Thirty-second and Thirty-third streets.....	1	1	1	1	1	1	—	2	1	9	8	<sup>c</sup> 10
Fillmore, Thirty-fifth street, near U street.....	1	1	1	1	1	1	1	1	—	8	8	8
Weightman, Twenty-third and M streets.....	1	1	1	1	1	1	<sup>c</sup> 2	1	—	9	8	9
Corcoran, Twenty-eighth street, near M street.....	1	<sup>d</sup> 1	—	1	2	1	1	2	—	9	8	9
Threlkeld, Thirty-sixth street and Prospect avenue.....	—	—	—	1	1	1	1	1	—	5	4	5
Toner, Twenty-fourth and F streets.....	—	1	1	1	1	1	1	1	1	8	8	<sup>a</sup> 9
Industrial Home, Wisconsin avenue.....	<sup>h</sup> 1	<sup>e</sup> 1	—	—	<sup>f</sup> 1	—	<sup>c</sup> 1	—	—	3	<sup>g</sup> 4	3
Reservoir, Conduit road.....	—	—	<sup>i</sup> 1	—	<sup>f</sup> 1	—	<sup>c</sup> 1	—	—	4	4	4
Conduit Road, Conduit road.....	—	—	—	—	<sup>f</sup> 1	—	—	—	—	1	2	1
Whole number of schools:												
1904.....	8	9	8	11	14	10	14	13	3	90	83	94
1903.....	7	7	10	10	13	11	12	14	2	86	81	89

<sup>a</sup> Includes assistant kindergarten teacher.<sup>b</sup> Includes assistant to principal.<sup>c</sup> Includes one first and second grade.<sup>d</sup> Includes sixth and seventh grades.<sup>e</sup> Includes fifth, sixth, and seventh grades.<sup>f</sup> Includes one third and fourth grade.<sup>g</sup> One room not used.<sup>h</sup> Includes seventh and eighth grades.<sup>i</sup> Includes fifth and sixth grades.<sup>j</sup> Includes first, second, third, and fourth grades.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Jackson.....	Furnace..	Excellent	Excellent	Excellent	Excellent	Good.....	Owned.
Grant.....	Steam.....	do.....	do.....	do.....	do.....	do.....	Do.
Addison.....	Furnace..	do.....	do.....	Good.....	do.....	do.....	Do.
Weightman.....	do.....	do.....	do.....	Excellent	do.....	do.....	Do.
Corcoran.....	do.....	do.....	do.....	do.....	do.....	do.....	Do.
Fillmore.....	do.....	do.....	do.....	do.....	do.....	do.....	Do.
Toner.....	do.....	do.....	do.....	do.....	do.....	do.....	Do.
Threlkeld.....	Stoves.....	do.....	Fair.....	Fair.....	Poor.....	Fair.....	Do.
Industrial Home..	Steam.....	do.....	do.....	Good.....	do.....	Excellent	( <sup>a</sup> )
Curtis.....	do.....	do.....	Excellent	do.....	Excellent	do.....	Owned.
High Street <sup>b</sup> .....	do.....	do.....	Poor.....	Poor.....	do.....	do.....	Do.
Reservoir.....	Stoves.....	do.....	Good.....	do.....	do.....	do.....	Do.
Conduit.....	do.....	do.....	do.....	do.....	None.....	Fair.....	Do.
3227 O street.....							Rented.
730 Twenty-fourth street. <sup>b</sup>							Do.

<sup>a</sup> Neither owned nor rented.<sup>b</sup> Used for manual training.

TABLE III.—Showing half-day schools.

Name of school.	Half-day schools.		Grades of half-day schools.	Number above second grade, 1904.
	1904.	1903.		
Curtis.....	4	2	1, 2, 2, 2	.....
Addison.....	2	2	1, 1	.....
Threlkeld.....	2	2	1, 2	.....
Corcoran.....	2	2	1, 1	.....
Weightman.....	2	2	1, 2	.....
Grant.....	4	2	1, 1, 1, 2	.....
Jackson.....	2	—	1, 2	.....
Total.....	18	12	.....	.....

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number per teacher.	
	1904.	1903.	1904.	1903.	1904.	1903.	1904.	1903.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	8	7	305	283	262	234	246	221	38.1	32.7
Seventh.....	9	7	328	314	307	268	285	249	36.4	34.1
Sixth.....	8	10	339	385	278	337	261	311	42.1	34.7
Fifth.....	11	10	511	443	432	396	402	370	46.4	39.2
Fourth.....	14	13	554	528	496	449	461	414	39.5	35.4
Third.....	10	11	504	503	433	438	402	405	50.4	43.3
Second.....	14	12	556	534	471	455	436	421	42.7	33.6
First.....	13	14	711	689	544	539	496	489	54.6	41.8
Total.....	87	84	3,808	3,679	3,223	3,116	2,989	2,880	43.7	37.0
Kindergarten....	3	2	149	124	89	77	78	67	49.6	29.6
Total.....	90	86	3,957	3,803	3,312	3,193	3,067	2,947	43.9	36.8

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percent- age of attend- ance.	Cases of tardiness.		Tardi- ness of teachers, 1904.	Substitute service.	
		1904.	1903.		1904.	1903.
September.....	97.5	99	56	0	23	1
October.....	94.3	471	496	5	76.5	27.5
November.....	93.7	475	477	11	93	38
December.....	91.7	516	549	15	84	34
January.....	90.4	762	695	31	90	49.5
February.....	91.1	478	490	9	98	64
March.....	90.9	509	465	14	81	64.5
April.....	92.1	439	403	7	42	68
May.....	91.4	509	560	10	44	31.5
June.....	93.4	286	215	19	42.5	15.5
Total.....		4,544	4,406	121	672	393.5

TABLE VI.—*Showing number of graduates from Washington Normal School, other normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School.....	68
Other normal schools.....	3
Colleges.....	1
Kindergartens.....	6
Nongraduates.....	17
Total.....	95
Counted more than once.....	1
Total.....	94

TABLE I.—Showing location of buildings and distribution of schools by buildings.

Name and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Benning, Benning, D. C.	1			1		a1				3	b4	3
Hamilton, Blandersburg road, D. C.	1			1		c1		1		4	4	4
Kenilworth, Kenilworth, D. C.			1			a1				2	d4	2
Blair, I street, between Sixth and Seventh streets NE	1	1	1	2	1	1	1	1		9	8	9
Taylor, Seventh street, near G street NE	1	1	1	1	1	2	2	2		11	8	11
Madison, Tenth and G streets NE	1	1	1	1	2	1	2	1		10	8	10
Pierce, Fourteenth and G streets NE	1	1	1	1	1	2	2	2		11	8	11
Webb, Fifteenth and Rosedale streets NE	1		1	1	f2	1	2	2		11	8	11
Wheatley, Twelfth and N streets NE	1		1	1		1	1	1	1	9	8	11
Kindergartens:												f10
Eighth and I streets NE									1	1	1	f2
900 Maryland avenue NE									1	1	1	f2
1201 Maryland avenue NE									1	1	1	f2
Whole number of schools:												
1904	8	4	7	10	8	12	10	10	4	73	63	77
1903	7	7	9	11	13	13	15	15	4	94	71	99

a Mixed first, second, and third grade.

b One room used for manual training.

c Mixed second and third grade.

d Two rooms vacant.

e One mixed first and second grade.

f Including assistant kindergarten teacher.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Benning	Stoves	Good	Fair	Poor	None	Good	Owned.
Hamilton	do	Fair	Poor	Fair	do	do	Do.
Kenilworth	Furnace	Good	Good	Good	Good	Poor	Do.
Blair	do	Excellent	Excellent	Excellent	Excellent	Ample	Do.
Taylor	do	do	do	do	do	do	Do.
Madison	do	do	do	do	do	Small	Do.
Pierce	do	do	do	do	do	Girls' ample, boys' small.	Do.
Webb	do	do	do	do	do	Ample	Do.
Wheatley	do	do	do	do	do	do	Do.
900 Maryland avenue NE.	Furnace	Good	Fair	Fair	None	None	Rented.
1201 Maryland avenue NE.	do	do	do	do	do	Parking	Do.
Eighth and I streets NE.	Stoves	Excellent	do	do	do	None	Do.
Northeast Industrial. <sup>a</sup>	Furnace	do	Good	Good	do	do	Do.
646 Massachusetts avenue NE. <sup>b</sup>							Do.

<sup>a</sup> Used for manual training.<sup>b</sup> Used for manual training and cooking.



TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grades of half-day schools, 1904.	Number above second grade, 1904.
	1904.	1903.		
Gales <sup>a</sup> .....		4		
Blake <sup>a</sup> .....		4		
Hayes <sup>a</sup> .....		6		
Blair.....	2	4	1, 2	
Taylor.....	6	8	1, 1, 2, 2, 3, 3	2
Madison.....	4	8	1, 1-2, 2, 3	1
Pierce.....	6	6	1, 1, 2, 2, 3, 3	2
Webb.....	6	8	1, 1, 2, 2, 3, 3	2
Wheatley.....	2		1, 2	
Total.....	26	48		7

<sup>a</sup>Transferred to the ninth division.

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1904.	1903.	1904.	1903.	1904.	1903.	1904.	1903.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	8	7	235	326	202	279	193	267	29.3	25.2
Seventh.....	4	7	248	317	221	275	210	259	62.0	55.2
Sixth.....	7	9	298	413	265	356	249	333	42.5	37.8
Fifth.....	10	11	386	546	334	465	311	434	38.6	33.4
Fourth.....	8	13	404	586	346	514	323	476	50.5	43.2
Third.....	12	13	417	541	374	471	347	442	34.7	31.1
Second.....	10	15	434	608	372	533	346	496	43.4	37.2
First.....	10	15	532	668	408	528	371	485	53.2	40.8
Total.....	69	90	2,954	4,005	2,522	3,421	2,350	3,192	42.8	36.5
Kindergarten.....	4	4	204	224	137	144	119	128	51.0	34.2
Grand total.....	73	94	3,158	4,229	2,659	3,565	2,469	3,320	43.2	36.4

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, absence and tardiness of teachers.*

Month.	Percent-age of attendance.	Cases of tardiness.		Tardi-ness of teachers, 1904.	Substitute service.	
		1904.	1903.		1904.	1903.
September.....	97.8	64	77	0	13.5	15.0
October.....	96.0	296	435	6	37.5	34.0
November.....	94.0	363	400	5	14.0	27.0
December.....	92.5	367	485	20	21.5	30.0
January.....	90.4	367	553	107	37.5	26.5
February.....	91.1	378	376	14	30.5	53.5
March.....	90.9	397	386	14	57.5	83.5
April.....	92.1	241	271	4	33.0	59.5
May.....	91.4	382	358	14	8.0	43.0
June.....	93.4	233	154	4	24.5	29.0
Total.....		3,088	3,495	188	277.5	401.0

TABLE VI.—Showing number of graduates from Washington Normal School, other normal schools, colleges, kindergartens, and nongraduates.

Washington Normal School.....	58
Other normal schools.....	5
Colleges.....	0
Kindergartens.....	8
Nongraduates.....	6
Total.....	77

## SEVENTH DIVISION.

TABLE I.—Showing location of buildings and distribution of schools by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolroom.	Number of teachers.
<b>WHITE.</b>												
Brightwood, Brightwood, D. C.....	7-8	5-7		4-5		1	1	1		6	<sup>a</sup> 8	6
Chevy Chase, Chevy Chase, D. C.....	7-8		5-6		3-4		1	1		5	4	5
Monroe, Steuben street NW., between Brightwood and Sherman avenues.....	7-8	6-7		1	1	$\left\{ \begin{smallmatrix} 2-3 \\ 2-3 \end{smallmatrix} \right\}$	1-2	1	1	9	8	<sup>c</sup> 10
Petworth, Philadelphia street, near Brightwood avenue.....		6-7		4-5		1	1-2			4	4	4
Takoma, Takoma, D. C.....	1		6-7	1	1	1	1	1		7	<sup>b</sup> 8	7
Tenley, Tenley, D. C.....	1	6-7		1	1	$\left\{ \begin{smallmatrix} 1 \\ 2-3 \end{smallmatrix} \right\}$	1	2		9	8	9
Woodburn, corner Blair and Riggs roads, D. C.....	6-8			4-5		2-3		1		4	4	4
Whole number of schools:												
1904.....	6	4	2	6	4	8	6	7	1	41	41	45
1903.....	9	4	4	6	8	9	7	9	2	58	57	60
<b>COLORED.</b>												
Bruce, Marshall street NW., between Brightwood and Sherman avenues.....	6-8			4-5	3-4		1-2	1	1	6	<sup>c</sup> 8	<sup>d</sup> 7
Bunker Hill road, near Brookland.....					1-4					1	2	1
Ivy City, Ivy City, D. C.....			4-7			2-3		1		3	2	3
Military road, near Brightwood, D. C.....			4-7			1-3				2	2	2
Mott, Sixth and Trumbull streets NW.....	1	1	$\left\{ \begin{smallmatrix} 4-5 \\ 1 \end{smallmatrix} \right\}$	1	$\left\{ \begin{smallmatrix} 2-3 \\ 1 \end{smallmatrix} \right\}$	$\left\{ \begin{smallmatrix} 1 \\ 1-2 \end{smallmatrix} \right\}$	2			12	<sup>d</sup> 10	12
Orphans' Home, Eighth street extended.....				3-5		1-2				2	2	2
Reno.....		4-8				2-3		1		3	4	3
Wilson, Central avenue NW., between Erie and Superior streets.....	1	6-7		4-5	3-4		1	2	1	8	8	<sup>d</sup> 9
Whole number of schools:												
1904.....	3	3	3	5	4	5	5	7	2	37	38	39
1903.....	3	3	3	6	2	7	5	7	2	38	36	40

<sup>a</sup> One room used for manual training and one for cooking.<sup>b</sup> One room vacant.<sup>c</sup> One room used for cooking and one for cutting and fitting class.<sup>d</sup> Including assistant kindergarten teacher.<sup>e</sup> One room used for manual training.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Brightwood.....	Steam.....	Excellent	Poor.....	Excellent	Good.....	Fair.....	Owned.
Bruce.....	Furnace.....	do.....	Good.....	do.....	Excellent	Good.....	Do.
Bunker Hill road.....	Stoves.....	Good.....	Poor.....	Poor.....	None.....	do.....	Do.
Chevy Chase.....	do.....	do.....	do.....	Fair.....	Excellent	Fair.....	Do.
Ivy City.....	do.....	do.....	do.....	Poor.....	None.....	Poor.....	Do.
Military road.....	do.....	Fair.....	do.....	do.....	do.....	Excellent	Do.
Monroe.....	Furnace.....	Excellent	Fair.....	Good.....	Excellent	Fair.....	Do.
Mott.....	Stoves.....	Fair.....	Poor.....	Fair.....	None.....	do.....	Do.
Orphans' home.....	Furnace.....	Excellent	Fair.....	Excellent	Excellent	Good.....	Do.
Petworth.....	do.....	do.....	Good.....	do.....	do.....	Fair.....	<sup>(b)</sup>
Reno.....	do.....	do.....	Excellent	do.....	do.....	Excellent	Owned.
Takoma.....	Furnace.....	do.....	do.....	do.....	Excellent	Good.....	Do.
Tenley.....	Steam.....	Fair.....	Poor.....	Poor.....	Poor.....	Excellent	Do.
Wilson.....	Furnace.....	Excellent	Fair.....	Excellent	Excellent	Poor.....	Do.
Woodburn.....	Stoves.....	do.....	do.....	Fair.....	do.....	Excellent	Do.

<sup>a</sup> Except two rooms in which the light is poor.<sup>b</sup> Neither owned nor rented.

TABLE III.—Showing half-day schools.

School.	Half-day schools.		Grade of half-day schools.	Number above second grade, 1904.
	1904.	1903.		
Chevy Chase.....	2	2	1, 2	
Brookland <sup>a</sup> .....		2		
Grant road <sup>b</sup> .....		2		
Ivy City.....		2		
Monroe.....	2	2	1, 2-3	1
Mott.....	2	2	1, 1-2	
Takoma.....	6	6	1, 1, 1-2, 2, 2-3, 3	2
Tenley.....	0	2		
	2	2	1, 1	
Total.....	14	20		3

<sup>a</sup> Transferred to ninth division.

<sup>b</sup> Abandoned.

TABLE IV.—Showing distribution of pupils by grades, attendance, and average number per teacher.

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1904.	1903.	1904.	1903.	1904.	1903.	1904.	1903.	Based on whole enrollment.	Based on average enrollment.
WHITE.										
Eighth.....	6	9	138	167	124	149	113	140	23.0	20.6
Seventh.....	4	4	108	142	91	121	84	113	27.0	22.7
Sixth.....	2	4	134	201	119	177	111	166	67.0	58.5
Fifth.....	6	6	201	266	177	222	163	207	33.5	29.5
Fourth.....	4	8	214	321	189	277	172	253	53.5	47.2
Third.....	8	9	260	325	228	275	204	250	32.5	28.5
Second.....	6	7	252	344	217	280	201	255	42.0	36.1
First.....	7	9	874	501	283	372	248	328	53.4	40.4
Total.....	43	56	1,681	2,267	1,428	1,873	1,296	1,712	39.0	33.2
Kindergarten.....	1	2	60	88	35	61	29	53	60.0	35.0
Total.....	<sup>a</sup> 44	58	1,741	2,355	1,463	1,934	1,325	1,765	39.5	33.2
COLORED.										
Eighth.....	3	3	63	69	56	64	55	61	24.5	18.6
Seventh.....	3	3	72	73	64	60	60	56	26.0	21.3
Sixth.....	3	3	95	93	75	81	74	74	31.6	25.0
Fifth.....	5	6	144	140	127	124	121	117	22.8	25.4
Fourth.....	4	2	169	164	138	135	131	129	42.2	34.5
Third.....	5	7	222	205	155	162	144	152	44.4	31.0
Second.....	5	5	260	235	210	175	193	162	52.0	42.0
First.....	7	7	470	435	345	280	314	257	64.2	49.2
Total.....	35	36	1,495	1,414	1,170	1,081	1,092	1,008	42.7	33.4
Kindergarten.....	2	2	93	102	58	63	52	56	46.5	29.0
Total.....	<sup>b</sup> 37	38	1,588	1,516	1,228	1,144	1,144	1,064	42.9	33.1
Grand total ..	81	96	3,329	3,871	2,691	3,078	2,469	2,829	41.0	33.2

<sup>a</sup> Including 20 ungraded schools.

<sup>b</sup> Including 16 ungraded schools.



TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percent- age of attend- ance.	Cases of tardiness.		Tardi- ness of teachers, 1904.	Substitute service.	
		1904.	1903.		1904.	1903.
WHITE.						
September.....	97.7	20	49	0	8.0	
October.....	93.5	168	221	4	7.5	1.0
November.....	93.5	157	220	6	5.5	22.5
December.....	90.9	174	275	5	20.0	10.0
January.....	86	282	313	8	29.0	4.5
February.....	90	246	181	4	10.0	20.0
March.....	89	187	238	4	7.0	25.0
April.....	90.8	134	134	1	8.5	51.0
May.....	92.5	126	199	4	2.5	36.5
June.....	90	108	129	4	10.0	32.5
Total.....		1,602	1,959	40	108.0	226.5
COLORED.						
September.....	97.8	26	21		1.0	
October.....	94.6	118	115		10.0	
November.....	93.2	158	114	1	10.5	25.0
December.....	92.1	131	125	7	2.0	19.0
January.....	89	171	183	17	20.0	5.0
February.....	92.6	182	122	3	26.5	15.0
March.....	92.1	153	102	1	36.5	10.0
April.....	92.1	132	102	2	10.0	34.5
May.....	89.7	155	92	5	14.0	20.0
June.....	93.9	70	2	7	8.5	9.5
Total.....		1,296	978	43	139.0	138.0
Grand total.....		2,898	2,937	83	247.0	364.5

TABLE VI.—*Showing number of graduates from Washington Normal School, other normal schools, colleges, kindergartens, and nongraduates.*

## White:

Washington Normal School .....	31
Other normal schools .....	5
Colleges.....	1
Kindergartens .....	2
Nongraduates.....	7
Total.....	46
Counted more than once .....	1
Total.....	45

## Colored:

Washington Normal School (tenth, eleventh, and twelfth divisions) .....	30
Other normal schools .....	3
Colleges.....	0
Kindergartens .....	4
Nongraduates.....	2
Total.....	39
Grand total .....	84

## EIGHTH DIVISION.

TABLE I.—Showing location of buildings and distribution of schools by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
<b>WHITE.</b>												
Tyler, Eleventh street, between G and I, SE .....	1	1	1	1	1	1	2	2	.....	10	8	10
Buchanan, E street, between Thirteenth and Fourteenth, SE .....	1	1	1	1	1	1	1	1	1	9	8	<sup>a</sup> 10
Cranch, Twelfth and G streets SE .....	.....	.....	1	2	2	2	1	2	.....	10	8	10
Congress Heights, Congress Heights .....	7-8	.....	1	1	1	1	1	1	.....	7	<sup>b</sup> 8	7
Van Buren, Jefferson street, Anacostia .....	1	1	1	1	3-4	2	2	3	.....	12	8	12
Van Buren Annex, Washington street, Anacostia .....	.....	6-7	.....	1	2	.....	.....	.....	.....	4	<sup>c</sup> 6	4
Masonic Hall, Jackson street, Anacostia .....	.....	.....	.....	.....	.....	.....	.....	.....	1	1	<sup>d</sup> 2	<sup>a</sup> 2
Orr, Twining City .....	.....	.....	5-6	.....	3-4	.....	1	.....	.....	3	4	3
Stanton, Good Hope, D. C. ....	7-8	.....	5-6	.....	3-4	.....	1-2	.....	.....	1	4	1
Whole number of schools:												
1904 .....	5	4	7	7	10	7	9	9	2	60	56	62
1903 .....	5	5	7	8	9	9	10	9	2	64	61	66
<b>COLORED.</b>												
Birney, Nichols avenue, Hillsdale, D. C. ....	1	.....	1	$\left\{ \begin{smallmatrix} 1 \\ 4-5 \end{smallmatrix} \right\}$	1	1	1	2	.....	9	8	9
Birney Annex, rear Nichols avenue, Hillsdale, D. C. ....	.....	1	.....	.....	.....	1	1	1	.....	4	4	4
Garfield, Garfield .....	7-8	.....	5-6	.....	1	1	1	2	.....	7	6	7
Whole number of schools:												
1904 .....	2	1	2	2	2	3	3	5	.....	20	18	20
1903 .....	2	2	2	2	4	4	4	6	.....	26	28	26

<sup>a</sup> Including assistant kindergarten teacher.  
<sup>b</sup> One room vacant.

<sup>c</sup> Two rooms used for carpentry and cooking.  
<sup>d</sup> One room used for carpentry.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Tyler .....	Furnace	Good	Poor	Poor	Fair	Small	Owned.
Buchanan .....	do	do	Fair	Good	do	Fair	Do.
Cranch .....	Steam	Poor	Poor	Poor	Poor	Small	Do.
Van Buren .....	Furnace	Good	do	Fair	Fair	Fair	Do.
Van Buren Annex .....	Stoves	Fair	do	None	None	Parking	Do.
Birney Annex .....	do	Good	Fair	Fair	do	Good	Do.
Hillsdale <sup>a</sup> .....	do	Fair	do	Poor	do	Small	Do.
Congress Heights .....	Furnace	Good	do	Fair	Fair	Excellent	Do.
Garfield .....	Stoves	Fair	do	do	None	Good	Do.
Masonic Hall .....	do	do	Poor	Poor	do	None	Rented.
Birney .....	Furnace	Good	Good	Good	Good	Good	Owned.
Orr .....	do	do	do	do	do	do	Do.
Stanton .....	do	do	do	do	do	Poor	Do.

<sup>a</sup> Occupied by carpentry and cooking schools.

TABLE III.—Showing half-day schools.

School.	Half-day schools.		Grade of half-day schools, 1904.	Number above second grade, 1904.
	1904.	1903.		
Tyler .....	4	6	1, 1, 2, 2	.....
Cranch .....	4	6	1, 1, 2, 3	1
Buchanan .....	2	2	1, 2	.....
Birney .....	2	2	1, 1	.....
Van Buren .....	6	8	1, 1, 1, 2, 2, 3	1
Garfield .....	2	2	1, 1	.....
Burrville <sup>a</sup> .....	.....	2	.....	.....
Total .....	20	28	.....	2

<sup>a</sup> Transferred to Eleventh division.

TABLE IV.—Showing distribution of pupils by grades, attendance, and average number per teacher.

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number pupils per teacher.	
	1904.	1903.	1904.	1903.	1904.	1903.	1904.	1903.	Based on whole enrollment.	Based on average enrollment.
<b>WHITE.</b>										
Eighth.....	5	5	141	161	118	130	112	114		
Seventh.....	4	5	193	195	169	169	159	161	28.2	23.6
Sixth.....	7	7	260	286	232	237	217	222	48.2	42.2
Fifth.....	7	8	346	366	313	312	293	290	37.1	33.1
Fourth.....	10	9	373	398	324	340	301	319	49.4	44.7
Third.....	7	9	381	369	341	323	316	297	37.3	32.4
Second.....	9	10	366	418	323	361	295	336	54.4	48.7
First.....	9	9	434	481	353	374	327	339	40.6	35.8
									48.2	35.3
Total.....	58	62	2,494	2,674	2,173	2,246	2,020	2,078		
Kindergarten.....	2	2	110	102	76	67	67	59	43.0	37.4
									55.0	35.5
Total.....	<sup>a</sup> 60	64	2,604	2,776	2,249	2,313	2,087	2,137	43.4	37.4
<b>COLORED.</b>										
Eighth.....	2	2	38	38	34	34	32	32		
Seventh.....	1	2	49	61	44	48	42	45	19.0	17
Sixth.....	2	2	60	80	56	70	53	68	49.0	44
Fifth.....	2	2	79	98	68	89	61	81	30.0	28
Fourth.....	2	4	98	146	83	121	77	109	39.5	34
Third.....	3	4	120	143	103	124	96	115	49.0	41.5
Second.....	3	4	120	173	103	146	96	131	40.0	34.3
First.....	5	6	183	251	132	186	116	165	40.0	34.3
									36.6	26.4
Total.....	<sup>b</sup> 20	26	747	990	623	818	573	749	37.3	31.1
Grand total.....	80	90	3,351	3,766	2,872	3,131	2,660	2,886	41.8	35.9

<sup>a</sup> Including 9 ungraded schools.<sup>b</sup> Including 3 ungraded schools.

TABLE IV.—SUPPLEMENT.—Showing number of ungraded schools.

Grade.	White.		Colored.	
	1904.	1903.	1904.	1903.
Eighth, seventh, and sixth.....		1		
Eighth and seventh.....	2	1	1	1
Seventh, sixth, and fifth.....		1		1
Seventh and sixth.....	1	1		
Sixth and fifth.....	2	1	1	1
Sixth, fifth, and fourth.....		1		1
Fifth and fourth.....		1	1	1
Fifth, fourth, and third.....		1		1
Fourth and third.....	3	2		1
Third and second.....		1		1
Third, second, and first.....		1		
Second and first.....	1	3		1
Total.....	9	14	3	8



TABLE V.—Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.

Month.	Percent- age of attend- ance.	Cases of tardiness.		Tardi- ness of teachers, 1904.	Substitute service.	
		1904.	1903.		1904.	1903.
WHITE.						
September .....	97.8	45	49	-----	2.0	3.0
October .....	94.1	299	329	4	12.0	55.5
November .....	94.5	283	253	7	16.5	40.5
December .....	92.4	329	293	11	20.0	22.5
January .....	89.4	387	408	30	66.0	34.0
February .....	92.0	331	270	17	69.5	55.0
March .....	91.3	287	207	13	118.0	57.0
April .....	93.2	168	172	7	42.5	48.5
May .....	91.7	259	236	15	69.0	39.0
June .....	94.1	164	142	5	14.0	30.0
Total .....	-----	2,552	2,359	109	429.5	385.0
COLORED.						
September .....	97.9	19	9	-----	-----	1.0
October .....	93.6	74	78	4	18.0	28.0
November .....	93.0	84	98	1	19.0	19.0
December .....	91.2	70	118	2	5.0	-----
January .....	85.7	93	105	2	11.0	2.5
February .....	91.9	100	70	6	10.5	75.0
March .....	91.1	60	65	7	3.0	9.5
April .....	91.4	73	72	2	2.0	14.0
May .....	91.9	71	56	5	4.5	5.5
June .....	93.5	21	26	4	2.5	1.5
Total .....	-----	665	697	33	75.5	156.0
Grand total .....	-----	3,217	3,056	142	505.0	441.0

TABLE VI.—Showing number of graduates from Washington Normal School, other normal schools, colleges, and nongraduates.

<b>White:</b>	
Washington Normal School .....	48
Other normal schools .....	2
Colleges .....	1
Kindergartens .....	4
Nongraduates .....	7
Total .....	62
<b>Colored:</b>	
Washington Normal School (ninth, tenth, and eleventh divisions) .....	16
Other normal schools .....	3
Colleges .....	0
Kindergartens .....	0
Nongraduates .....	1
Total .....	20
Grand total .....	82

## NINTH DIVISION.

TABLE I.—Showing location of buildings and distribution of schools by buildings.

Name and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Gales, First and G streets NW .....	1	1	2	2	2	2	2	2	1	15	12	<sup>a</sup> 17
Blake, North Capitol street, between K and L streets NW .....	1	1	1	1	1	{ 1 } 2-3	1	1	.....	9	8	9
Hayes, Fifth and K streets NE .....	1	1	1	1	1	1	2	2	.....	10	8	10
Brookland, Brookland, D. C. ....	1	1	1	{ 1 } 4-5	1	{ 1 } 2-3	1	1	1	11	12	<sup>b</sup> 12
Carbery, Fifth street, between D and E streets NE .....	1	1	1	1	1	1	2	2	.....	10	8	10
Eckington, First and Quincy streets NE .....	.....	1	1	1	1	1	1	2	1	9	8	<sup>b</sup> 10
Emery, Lincoln avenue and Prospect street NE ..	1	1	1	{ 1 } 4-5	1	2	2	2	1	13	12	<sup>a</sup> 15
Langdon, Queen's Chapel road, Langdon, D. C. ...	6-8	.....	.....	4-5	.....	2-3	.....	1	.....	4	4	4
Whole number of schools:												
1904 .....	7	7	8	11	8	12	11	13	4	81	72	87
1903 .....	7	7	9	11	13	13	15	15	4	91	71	99

<sup>a</sup> Including assistant to the principal and an assistant kindergarten teacher.<sup>b</sup> Including assistant kindergarten teacher.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play-rooms.	Yards.	Owned or rented.
Gales .....	Steam .....	Excellent	Good .....	Excellent	Fair .....	Parking ..	Owned.
Blake <sup>a</sup> .....	Furnace .....	do .....	do .....	do .....	Excellent	Ample .....	Do.
Hayes .....	do .....	do .....	Excellent	do .....	do .....	Boys' ample, girls' small.	Do.
Brookland .....	Steam .....	do .....	Fair .....	do .....	Excellent <sup>b</sup>	Insufficient	Do.
Carbery <sup>a</sup> .....	Furnace .....	do .....	Good .....	do .....	Small .....	Small .....	Do.
Eckington .....	do .....	do .....	do .....	Good .....	Good .....	Insufficient	Do.
Emery .....	Steam .....	do <sup>c</sup> .....	do .....	do .....	Excellent	Good .....	Do.
Langdon .....	Furnace .....	do .....	do .....	Fair .....	Fair .....	Ample .....	Do.
Brookland hall ..	Stoves .....	Good .....	Fair .....	Poor .....	None .....	None .....	<sup>d</sup> Rented.
Brookland M. T. e ..	do .....	Fair .....	do .....	do .....	do .....	do .....	Rented.

<sup>a</sup> In this school the boys' playroom is used as a coal vault.<sup>b</sup> Not properly connected with closet rooms. <sup>c</sup> Except in four rooms.<sup>d</sup> Part of the year. <sup>e</sup> Used for manual training and cooking.

TABLE III.—Showing half-day schools.

School.	Half-day schools.		Grades of half-day schools, 1903.	Number above second grade, 1904.
	1904.	1903.		
Gales .....	6	4	1, 1, 2, 2, 3, 3	2
Blake .....	2	4	1, 2	.....
Hayes .....	4	6	1, 1, 2, 2	.....
Blair <sup>a</sup> .....	.....	4	.....	.....
Taylor <sup>a</sup> .....	.....	8	.....	.....
Madison <sup>a</sup> .....	.....	8	.....	.....
Pierce <sup>a</sup> .....	.....	6	.....	.....
Webb <sup>a</sup> .....	.....	8	.....	.....
Carberry .....	4	.....	1, 1, 2, 2	.....
Eckington .....	2	.....	1, 1	.....
Emery .....	4	.....	1, 1, 2, 2	.....
Total .....	22	48	.....	2

<sup>a</sup> Transferred to the sixth division.

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1904.	1903.	1904.	1903.	1904.	1903.	1904.	1903.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	7	7	237	326	207	279	195	267	33.8	29.5
Seventh.....	7	7	299	317	261	275	246	259	42.7	37.2
Sixth.....	8	9	355	413	317	356	296	333	44.3	39.6
Fifth.....	11	11	431	546	378	465	354	434	39.1	34.1
Fourth.....	8	13	418	586	363	514	340	476	52.2	45.3
Third.....	12	13	445	541	393	471	368	442	37.0	32.7
Second.....	11	15	444	608	409	533	381	496	40.3	37.1
First.....	13	15	545	668	456	528	414	485	41.9	35.0
Total.....	77	90	3,174	4,005	2,782	3,421	2,594	3,192	41.2	36.1
Kindergarten.....	4	4	211	224	141	144	122	128	52.7	35.2
Grand total.....	81	94	3,385	4,229	2,923	3,565	2,716	3,320	41.7	36.0

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, absence and tardiness of teachers.*

Month.	Percent- age of attend- ance.	Cases of tardiness.		Tardi- ness of teachers, 1904.	Substitute service.	
		1904.	1903.		1904.	1903.
September.....	97.6	58	77	4	5.0	15.0
October.....	94.9	350	435	13	32.0	34.0
November.....	94.5	433	400	16	47.0	27.0
December.....	92.7	318	485	15	47.0	30.0
January.....	90.9	577	553	37	36.0	26.5
February.....	92.1	428	376	57	73.0	53.5
March.....	91.2	474	386	28	58.5	83.5
April.....	93.0	264	271	14	32.6	59.5
May.....	91.8	420	358	23	59.0	43.0
June.....	93.0	277	154	14	37.0	29.0
Total.....		3,594	3,495	221	427.1	401

TABLE VI.—*Showing number of graduates from Washington Normal School, other normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School.....	65
Other normal schools.....	5
Colleges.....	0
Kindergartens.....	8
Nongraduates.....	9
Total.....	87



## TENTH DIVISION.

TABLE I.—*Showing distribution of schools by buildings.*

School.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	No. of teachers.
Briggs, Twenty-second and E streets NW .....	1	1	1	....	1	....	2	3	2	11	8	<sup>a</sup> 13
Chain Bridge Road, Chain bridge .....	1	1-7	....	....	....	....	....	....	....	1	2	1
Garrison, Twelfth, between R and S streets NW..	1	1	1	1	1	1	2	2	....	10	8	10
Magruder, M, between Sixteenth and Seventeenth streets NW .....	....	....	1	1	2	2	2	2	1	11	8	<sup>a</sup> 12
Miner, Seventeenth and Church streets NW.....	....	....	....	....	....	3	3	3	....	<sup>b</sup> 9	<sup>c</sup> 10	<sup>d</sup> 3
Montgomery, Twenty-seventh, between I and K streets NW.....	....	1	1	1	1	2	1	1	....	8	8	8
Phillips, N, between Twenty-seventh and Twenty-eighth streets NW .....	....	....	1	1	1	2	2	3	1	11	8	<sup>a</sup> 12
Stevens, Twenty-first, between K and L streets NW .....	1	1	1	8	2	3	3	4	....	18	<sup>e</sup> 20	<sup>f</sup> 19
Sumner, Seventeenth and M streets NW.....	1	2	2	2	2	....	....	....	....	9	<sup>g</sup> 10	<sup>f</sup> 10
Wormley, Prospect, between Thirty-third and Thirty-fourth streets NW .....	....	1	1	1	1	1	2	2	....	9	8	9
Whole number of schools:												
1904 .....	4	8	9	10	11	14	17	20	4	97	90	97
1903 .....	4	6	9	10	12	14	17	20	4	96	80	96

<sup>a</sup> Including assistant kindergarten teachers.<sup>b</sup> Practice schools under supervision of three normal teachers.<sup>c</sup> One room used by normal school.<sup>d</sup> Normal training teachers.<sup>e</sup> Three rooms used for cooking, manual training, and cutting and fitting.<sup>f</sup> Including assistant to principal.<sup>g</sup> Two rooms used for teachers' library and supervisor's office.TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Playrooms.	Yards.	Owned or rented.
Briggs .....	Furnace..	Excellent	Excellent	Excellent	Excellent	Small.....	Owned.
Chain Bridge Road .....	Stoves ..	Poor.....	Poor.....	Poor.....	None.....	Good.....	Do.
Garrison .....	Furnace..	Excellent	Excellent	Excellent	Excellent	Ample.....	Do.
Magruder .....	do.....	do.....	do.....	Good.....	do.....	do.....	Do.
Miner .....	do.....	Good.....	Good.....	Fair.....	None.....	Small.....	Rented.
Montgomery .....	do.....	Excellent	Excellent	Excellent	Excellent	Ample.....	Owned.
Phillips .....	do.....	do.....	do.....	Good.....	do.....	do.....	Do.
Stevens.....	Steam.....	do.....	do.....	do.....	do.....	Small.....	Do.
Sumner .....	do.....	do.....	do.....	Excellent	Fair.....	Ample.....	Do.
Wormley .....	Furnace..	do.....	do.....	Fair.....	Excellent	do.....	Do.

TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grade.	Number above second grade, 1904.
	1904.	1903.		
Briggs.....	6	8	K., K., 1, 1, 1, 2	....
Garrison .....	4	4	1, 1, 2, 2	....
Magruder .....	6	6	1, 1, 2, 2, 3, 3	2
Phillips .....	6	6	1, 1, 1, 2, 2, 3	1
Stevens .....	2	12	1, 1	....
Wormley .....	2	4	1, 1	....
Total.....	26	40	.....	3

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1904.	
	1904.	1903.	1904.	1903.	1904.	1903.	1904.	1903.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	4	4	152	165	144	149	138	143	38.0	36.0
Seventh.....	8	6	297	243	265	211	258	204	37.1	33.1
Sixth.....	9	9	338	379	294	335	282	322	37.5	32.6
Fifth.....	10	10	430	409	375	348	359	333	43.0	37.5
Fourth.....	11	12	546	532	466	448	442	427	49.6	42.3
Third.....	14	14	526	546	466	486	444	460	37.5	38.2
Second.....	17	17	666	682	574	588	544	557	39.1	33.7
First.....	20	20	946	971	718	719	670	664	47.3	35.9
Total.....	93	92	3,901	3,927	3,302	3,284	3,137	3,110	41.9	35.5
Kindergarten.....	4	4	166	203	120	126	106	105	41.5	30.0
Grand total.....	97	96	4,067	4,130	3,422	3,410	3,243	3,215	41.9	35.5

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percentage of attendance.	Cases of tardiness.		Tardiness of teachers, 1904.	Substitute service.	
		1904.	1903.		1904.	1903.
September.....	98.6	20	15	2	18.0	6.0
October.....	96.1	298	16	3	52.0	4.0
November.....	95.6	292	256	5	24.5	30.5
December.....	94.6	282	320	2	40.5	17.5
January.....	92.1	290	381	5	17.5	43.5
February.....	93.8	242	265	5	38.5	67.5
March.....	94.2	225	301	3	29.0	55.5
April.....	94.1	207	183	1	16.0	29.5
May.....	94.5	267	234	2	19.0	26.5
June.....	96.8	102	44	4	7.5	17.0
Total.....		2,225	2,015	32	262.5	297.5

TABLE VI.—*Showing number of graduates from the Washington Normal School, other normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School.....	72
Other normal schools.....	2
Colleges.....	0
Kindergartens.....	8
Nongraduates.....	16
Total.....	98
Counted more than once.....	1
Total.....	97

## ELEVENTH DIVISION.

TABLE I.—Showing buildings and distribution of schools by buildings.

Building.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Cook, O street between Fourth and Fifth streets NW	1		1	1	1	1	2	2		9	a11	b10
Garnet, Tenth and U streets NW	1	1	1	1	2	3	2	3		14	c12	b15
Patterson, Vermont avenue near U street NW		1	1	1	1	1	1	2	1	9	8	d11
Slater, P street between North Capitol and First streets NW		1	1	1	1	1	2	2		9	8	9
Banneker, Third street between K and L streets NW	1	1	1	1	1	1	1	2		9	8	9
Jones, First and L streets NW	1		1	1	2	1	1	2		9	8	9
Douglass, First and Pierce streets NW				1	1	2	2	2	1	9	8	d10
Logan, Third and G streets NE	1	1	1	1	1	1	1	2		9	8	9
Langston, P street between North Capitol and First streets NW		1		1	1	1	1	2	1	8	e8	d9
Abby S. Simmons, Pierce street between First street and New Jersey avenue NW					1	2	2	3		8	8	8
Benning road, near Benning		5-7			3-4		1-2			3	f4	3
Burrville, Burrville, D. C.			4-6			2-3		1		3	2	3
Whole number of schools:												
1904	5	7	8	9	13	15	16	23	3	99	93	104
1903	5	6	7	9	11	15	16	21	2	92	79	96

aOne room used by supervisor, one by cooking school, one by carpenter shop, and one as an engine room.

b Includes assistant to principal.

c One room used for cooking school.

d Includes assistant kindergarten teacher.

e One room used as a sewing room.

f One room used for manual training.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Cook	Stoves and furnace.	Excellent.	Good	Excellent.	None	None	Owned.
Benning road	Stoves	Good	Fair	Poor	do	Good	Do.
Burrville	Furnace	Fair	do	do	do	Fair	Do.
Garnet	Steam	Excellent.	Good	do	do	Poor	Do.
Patterson	Furnace	do	Excellent.	Fair	do	do	Do.
Abby S. Simmons	do	do	do	Excellent.	do	Fair	Do.
Slater	do	do	do	Fair	do	Poor	Do.
Banneker	do	do	do	Excellent.	Damp	do	Do.
Jones	do	do	Good	Fair	Excellent.	do	Do.
Douglass	do	do	Excellent.	do	do	do	Do.
Logan	Stoves and furnace.	do	do	do	do	do	Do.
Langston	Furnace	do	do	do	do	do	Do.



TABLE III.—*Showing half-day schools.*

Building.	Half-day schools.		Grade of half-day schools.	Number above second grade, 1904.
	1904.	1903.		
Cook.....	4	4	1, 1, 2, 2	
Garnet.....	6	2	1, 1, 1, 2, 2, 3	1
Patterson.....	2	4	1, 2	
Slater.....	2	2	1, 1	
Banneker.....	2	6	1, 1	
Jones.....	2	6	1, 1	
Douglass.....	2	6	1, 1	
Logan.....	2	2	1, 1	
Langston.....	2	2	1, 1	
Burrville.....	2	-----	1, 2-3	1
Total.....	26	34	-----	2

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1904.	
	1904.	1903.	1904.	1903.	1904.	1903.	1904.	1903.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	5	5	188	197	168	165	162	155	37.6	33.6
Seventh.....	7	6	255	237	231	213	224	205	36.4	33.0
Sixth.....	8	7	275	273	238	243	227	235	34.3	29.7
Fifth.....	9	9	456	388	386	332	372	316	50.6	42.8
Fourth.....	13	11	576	477	509	407	488	388	44.3	39.1
Third.....	15	15	668	657	572	560	540	522	44.5	38.1
Second.....	16	16	694	704	587	602	554	572	43.3	36.6
First.....	23	21	1, 238	1, 142	930	805	867	743	53.7	40.4
Total.....	96	90	4, 350	4, 075	3, 621	3, 327	3, 434	3, 136	45.3	37.7
Kindergarten.....	3	2	184	126	118	76	109	69	61.3	39.3
Grand total.....	99	92	4, 534	4, 201	3, 739	3, 403	3, 543	3, 205	45.7	37.7

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percent- age of attend- ance.	Cases of tardiness.		Tardi- ness of teachers, 1904.	Substitute service.	
		1904.	1903.		1904.	1903.
September.....	98.4	25	34	0	3	1
October.....	96.6	206	245	3	50.5	26
November.....	95.9	285	259	1	52.5	43½
December.....	95	284	338	6	11	23
January.....	91.7	346	377	1	36.5	20
February.....	93.8	268	230	7	70.5	60½
March.....	93.9	260	243	4	60.5	62½
April.....	93.9	175	151	3	21.5	39
May.....	94.1	193	180	2	36	34½
June.....	95.9	86	79	0	12	10
Total.....	-----	2, 128	2, 136	27	354	320

TABLE VI.—*Showing graduates from Washington Normal School, other normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School.....	82
Other normal schools.....	3
Colleges.....	0
Kindergartens.....	6
Nongraduates.....	13
Total.....	104

## TWELFTH DIVISION.

TABLE I.—Showing location of buildings and distribution of schools by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Lincoln, Second and C streets SE.....	1	1	1	1	2	2	1	2	....	11	<sup>a</sup> 12	<sup>b</sup> 12
Randall, First and I streets SW .....	1	1	1	1	1	2	2	4	....	13	<sup>c</sup> 12	<sup>b</sup> 14
Bell, First, between B and C streets, SW .....	1	1	1	1	1	1	2	3	....	11	8	11
Giddings, G, between Third and Fourth streets, SE .....	....	1	1	1	1	1	2	2	1	....	8	<sup>d</sup> 11
Anthony Bowen, Ninth and E streets SW .....	....	....	1	2	1	1-2	1-2	2	1	....	8	<sup>d</sup> 11
Ambush, L, between Sixth and Seventh streets, SW .....	....	....	1	1	2	2	2	2	....	10	8	10
Lovejoy, Twelfth and D streets NE.....	7-8	....	1	1	1	1	2	3	....	10	8	10
Payne, Fifteenth and C streets SE.....	....	....	....	1	1	1	2	2	1	8	8	<sup>d</sup> 9
Syphax, Half street, between N and O streets, SW .....	....	....	....	1	2	2	2	3	1	11	8	10
Whole number of schools:												
1904 .....	4	4	7	10	12	13	17	23	4	94	80	100
1903 .....	3	5	7	9	11	14	15	23	8	90	80	95

<sup>a</sup>One room used for cooking and one room for cutting and fitting.<sup>b</sup>One assistant to the principal.<sup>c</sup>One room used for cooking and one for manual training.<sup>d</sup>Includes assistant kindergarten teachers.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Lincoln .....	Steam .....	Fair .....	Fair .....	Excellent	Fair .....	Small .....	Owned.
Randall .....	Furnace ..	Excellent	do .....	do .....	None .....	None .....	Do.
Bell .....	do .....	do .....	Excellent	Fair .....	Fair .....	Small .....	Do.
Giddings .....	do .....	do .....	do .....	do .....	Excellent	Excellent	Do.
Bowen .....	do .....	do .....	Good .....	Excellent	do .....	do .....	Do.
Ambush .....	do .....	do .....	Excellent	Good .....	do .....	Small .....	Do.
Lovejoy .....	do .....	do .....	do .....	Excellent	do .....	do .....	Do.
Payne .....	do .....	do .....	do .....	do .....	do .....	Fair .....	Do.
Syphax .....	Steam .....	do .....	do .....	do .....	do .....	Good .....	Do.

TABLE III.—Showing half-day schools.

School.	Half-day schools.		Grade of half-day schools, 1904.	Number above second grade, 1904.
	1904.	1903.		
Lincoln .....	2	2	1,1	....
Randall .....	8	4	1,1,1,1,2,2	....
Bell .....	6	6	1,1,1,2,2,3	1
Giddings .....	4	4	1,1,2,2	....
Bowen .....	4	4	1,1,1,2,2	....
Ambush .....	4	4	1,1,2,2	....
Lovejoy .....	4	2	1,1,1,2	....
Syphax .....	6	2	1,1,1,2,2,3	1
Total .....	38	28	....	2

TABLE IV.—*Showing distribution of pupils by grade, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1901.	
	1904.	1903.	1904.	1903.	1904.	1903.	1904.	1903.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	4	3	134	136	87	117	83	114	33.5	21.7
Seventh.....	4	5	157	171	174	153	168	145	39.2	43.6
Sixth.....	7	7	250	259	215	222	205	210	35.7	30.7
Fifth.....	10	9	384	347	339	302	324	289	38.4	33.9
Fourth.....	12	11	533	448	466	386	441	364	44.4	38.8
Third.....	13	14	594	626	539	544	509	507	45.6	41.4
Second.....	17	15	677	666	632	586	593	549	39.8	37.1
First.....	23	23	1,130	1,119	852	825	790	758	49.1	37.0
Total.....	90	87	3,859	3,772	3,304	3,135	3,113	2,936	42.8	36.7
Kindergarten.....	4	3	204	143	131	98	119	87	51.0	32.7
Grand total.....	94	90	4,063	3,915	3,435	3,233	3,232	3,023	43.2	36.5

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percent- age of attend- ance.	Cases of tardiness.		Tardi- ness of teachers, 1904.	Substitute service.	
		1904.	1903.		1904.	1903.
September.....	98.0	31	30	1	19.0	5.0
October.....	95.6	173	196	4	40.5	10.0
November.....	94.9	236	232	6	24.0	15.5
December.....	94.1	234	260	19	30.0	9.5
January.....	90.4	379	349	18	54.0	47.5
February.....	93.2	265	214	15	66.5	66.5
March.....	93.4	207	165	3	23.5	40.5
April.....	93.4	161	125	4	6.0	13.0
May.....	94.0	187	128	5	41.5	38.0
June.....	95.9	79	48	5	21.0	55.0
Total.....		1,952	1,747	80	326.0	300.5

TABLE VI.—*Showing number of graduates from Washington Normal School, other normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School.....	82
Other normal schools.....	4
Colleges.....	2
Kindergartens.....	8
Nongraduates.....	8
Total.....	101
Counted more than once.....	1
Total.....	100



## REPORT OF DIRECTOR OF DRAWING.

SIR: Reviewing the work of my department for the school year ending June 30, 1904, I see no unusual developments, no marked changes, no special events to record. It has been a year of steady, faithful work and of good results without the incentive of exhibits or display of any kind. I do see, however, certain tendencies and opportunities for future development that I desire to note, for on their recognition and encouragement much depends. There is an increase among our teachers of those who have acquired some knowledge of art, and have learned to love it for its own sake, and who, being genuine teachers, appreciate its value to the lives of the rising generation, to the school, and to the community. These work with enthusiasm. They overcome obstacles where others stumble and see ways and means where others are blind.

If there are ways to increase this vital element in our schools—recruiting from the ranks of those hard-working teachers whose leading motive in doing the work is the conscientious desire to do their duty as it is set before them by those in authority—they should be fostered for the sake of the teachers as well as the schools. Fortunately, despite a few apparent exceptions, to know art subjects is to love them. I do not mean by this knowledge the ability to execute with the skill that would be demanded of an artist or a skilled workman, although the greater the skill the greater is likely to be the love, and actual experience of the difficulties a pupil will encounter is necessary for the teacher.

To forward the increase of this class of teachers what resources have we and how may they be increased? We have the advice, instruction, and enthusiasm of the trained specialist brought into immediate contact with the schools. That much good has resulted from this influence we know. May it increase by added knowledge, experience, and love of the important duties they have to fulfill, and may they be encouraged by appreciation of their efforts. The required qualifications for their position are many, and their duties are not of the easiest. It takes a level head to always keep in mind the right balance between that which they owe to their special subject and the relation it must maintain to the school as a whole.

Another help in this direction which has been successful in many cities and towns is the organization of art societies for study and

mutual improvement. This is not a thing to be forced. It must come as a demand from those whose interest in the subject has in some way been awakened. One of the tendencies that I have noted during the past year is in some cases a disposition to value efforts in this direction. In one case at least there has been sufficient response to make of the effort a success. The fact that outside the schools there is an ever-increasing number of these art clubs, which indicate a widespread interest in the subject, makes future interest in it in the schools where it is combined with a serious professional aim certain. A fad! No, only certain phases, the outgrowth of vanity and ignorance. The real thing is a growth well rooted, and when united with that other growth, that integral part of our modern civilization, organization, the harvest will be rich; especially might it be so in our schools.

Our teachers know how to organize when they care to do it. They know that time and effort are to them too precious to waste in inefficient methods, so I have faith to believe that when they decide to plant there will be a harvest. In the earlier stages of our development the necessity of knowing enough to get through with the work of the grade they were teaching was about the only motive teachers had for study. That is past. They all can do that now, and many ask for more.

Another indication of this spirit growing out of the broader comprehension of the scope of art that now prevails is manifested in the recognition by the manual training teachers of the pupils in from seventh and eighth grade schools of the oneness of purpose existing in the grade teachers' work in drawing and their own. This was recognized long ago by the directors of both manual training and drawing, and the connection between the two has been promoted by the special teachers of drawing by constant efforts to make themselves familiar with shop methods, some of them even taking the course in manual training that they might know by actual experience in working with tools the requirements of the constructions and designs drawn in the schools and executed in shops. Manual training teachers have in a measure responded to these efforts, but all do not seem to recognize the kinship of our arts and the unity of our aims, self-evident as it would seem to be.

What is an art product without beauty of proportion, beauty and accuracy of line, harmony of color, and what is any manual construction worth without these? And as for training the seeing eye and supple hand, I will match the handling of pencil and brush with the chisel and the saw. Surely no one would reduce the value of manual training to skill in handling the tools pertaining to a special branch of industry, valuable as that may be and is. Indeed, so thoroughly recognized is it that we are or should both be teaching art through its different modes of expressing visual images that the term "arts and



crafts" is coming into general use, instead of drawing and manual training. Let us welcome the name and its spirit, and work together for mutual improvement. The new technical high schools bring about naturally this close relation, but the first apparent recognition of it by grade teachers of each was in the invitation to all special teachers engaged in handicrafts and to the special drawing teachers to join the manual training organizations, which invitation was heartily accepted. The more recent attempt to interest seventh and eighth grade teachers has not been quite so successful. The change of name at the beginning of the year to the Manual Training and Art Association indicates the spirit in which this was done. The object of the organization is mainly to devise ways and means for mutual improvement. Whether as yet the best steps for doing this have been taken is only to be proved by the experience and intelligence of the members. Something of value was certainly the outcome of last year's work, and it is an effort that can take no backward steps because it is in the direct line of the progressive thought of the best teachers.

Prof. James Perton Harvey, in his address on the "Propaganda of the arts," given at the 1903 meeting of the Eastern Art Teachers' Association, while speaking of organization among teachers, recommends also the formation of arts and crafts clubs among the pupils, partly as a means of interesting parents in a subject of the nature and value of which many have little understanding or appreciation. These clubs, being started by a few having special love and aptitude for manual work, would, by their efforts to discover and procure suitable objects, materials, and examples, have an influence in the school also. Some special object should always be in view, as gifts to parents and friends or sales for charitable purposes.

As the inspiration must come from the school and also some skill in the handling of material it might be necessary in some of our grades to give as part of our constructive course a little more attention to the application of our instruction to articles useful in the home. This would be easy with our foundation if voluntary work out of school could be so incited. We have only to look at the results in our summer schools and to the results in interesting the children in gardening to learn that children love to work when they have an object and are taught to how do things.

#### HELP TO TEACHERS.

It is not to be denied that a study where full expression requires such varied tools, materials, and objects for study will fall short of its aims if such are not liberally supplied. The continued necessity for more pictures and beautiful objects in our schoolrooms has been presented in previous reports. I shall not make special mention of them here. There is one need that has been felt and expressed by teachers



of which no mention has been made, because there was nothing available which really answered to the demand. An attempt is being made by the Prang Publishing Company to supply this want. It is in the form of a text-book for the children. All other branches have a text-book for the child. Art has its facts, its principals, its rules, its illustrations, as other subjects. At present all these are given orally by the teacher. The child has nothing at hand to help him to remember or to verify his understanding of them. As to technique, it is impossible to procure enough examples of good rendering in every subject to reach each pupil in the large classes that teachers are obliged to handle in our schools. In the effort to do this much time is wasted that might be saved for the purpose of intelligent execution on the part of the child.

So far as it presents facts, principles, and laws in a condensed and orderly form of development, the text-book is to this subject what it is to any other, but those of this series which are at this writing completed do much more than this. Both text and illustrations arouse interest and inspire to effort. In the illustrations simple but effective ways of expressing what has been learned through observation are given, in representation what to select in the object that is essential to the expression of the ideas of its construction or growth, general form, color, texture, whatever differentiates it to the eye from others of its class; how to select the view of it that will reveal to best advantage and impress upon other minds these qualities; in construction and design what principles should govern selections from nature's overflowing storehouse and their adaptation to man's creations. The details in all this can not be presented efficiently to reach each child by either special or grade teachers with their large classes without abundant examples, and these text-books certainly offer the most efficient and economical method of supplying this long-felt want of the teacher. I recommend that they be supplied to as many grades as possible above the third, or to special schools in all grades, with a view to a practical test of their value in our schools.

In submitting this report I desire to express to yourself and to the Board of Education my grateful acknowledgment for the continued kindness and consideration which have sustained my efforts to make the department intrusted to me worthy of the place it occupies in the schools of the District of Columbia.

Very respectfully,

S. E. W. FULLER, *Director.*

MR. A. T. STUART,  
*Superintendent of Schools.*



TAKOMA SCHOOL, ERECTED 1899 FOUR-ROOM ADDITION BUILT 1903.

## REPORT OF THE DIRECTOR OF MANUAL TRAINING.

SIR: The third year of the independent existence of the manual training schools has been one of valuable experience and, all things considered, of successful accomplishment. There was much which militated against success, but notwithstanding that fact a review of the work of the year brings genuine satisfaction.

The greatest obstacle in the way of success at the McKinley was the lack of proper room. We had two less class rooms than the previous year and a considerable increase in enrollment to accommodate. It was found possible to care for all pupils of the second, third, and fourth years in the McKinley building, leaving us with the problem of arranging a programme for the seven sections of first-year pupils with only four rooms at the Central High School available for the purpose. However, this was accomplished by adopting what was essentially the half-day plan. The recitations were arranged in half-day groups, with the manual work similarly provided for, so that the section which used a class room in the forenoon for recitations was occupied at the other kind of work in the afternoon, leaving the class room for a section which had completed, in the forenoon, its shop and laboratory work for that day. This plan proved quite satisfactory under the circumstances, but it was possible only because of the large proportion of shop, laboratory, and drawing periods and the consequent small number of study periods.

A number of the first-year sections were too large, a condition still further increasing our difficulties, but subdivision was not deemed wise owing to the effect it would have had in unduly lengthening the daily programme. The teachers who handled so well these large sections deserve commendation.

In addition to the four outside class rooms at the Central, it was found necessary to provide accommodations for free-hand drawing and for physics outside the main building. This was done by taking the third floor of the rented buildings at 607 and 609 O street for the former purpose, and the first floor of the rented building at 626 O street for an additional physics laboratory. These rooms were fitted up as well as possible under the conditions, but they were at best only makeshifts.

In this connection, mention might be made of the difficulties under which the cadets labored. During a considerable portion of the year



they were obliged either to use the armory at the Central or, when that was no longer possible, to do without one until, after much delay, a room in the rented building at 624 O street was made usable. By the provision of gun racks, loaned by the War Department, an armory was secured which has served our purpose fairly well, although its distance from the main building is a serious inconvenience. By the perennial courtesy of the authorities of the Central we were allowed the use of corridor or basement space there for drills in bad weather.

The task of conducting a school of over 500 pupils when divided among four buildings, and with no opportunity to assemble them for any purpose, can hardly be described, neither can it easily be imagined. The question of discipline becomes of paramount importance and of great difficulty. This is especially true when it is borne in mind that it is the large body of new pupils who are away from the home building; that they are unaccustomed to the comparative freedom of high school discipline, and are guests in the house of a school between which and their own there exists the various sharp rivalries in military affairs and in athletics which boys of this age feel so keenly. To say that there have been no serious outbreaks is to give due credit to the officers, teachers, and to the pupils themselves of both schools. Indeed, I believe the parents of the pupils and citizens generally are to be congratulated that a situation so full of possibilities for infractions of school order existed so long without them. The facts speak well for the bringing up, the home influence, of the pupils.

I trust that in thus speaking of the conditions which exist in this school the very important point which everything emphasizes will be given due prominence. The McKinley School is a large and firmly established institution, now growing at nearly a normal rate. It is popular with parents, with the youth of the city, and with the citizens generally, if we may judge by their expressions, and it is our deep-seated purpose to keep that popularity firmly and wisely based. In justice to the officers and teachers of the school it is time to say that this purpose can not be accomplished to an adequate degree unless the extension of the building, or rather its completion in accordance with the original plans, is provided for at the earliest possible date. The delay has already been too long. Not only the McKinley, but the Central High School as well, is suffering because of it. Two of our largest schools will thus be benefited by prompt action. In this connection it should be remembered that the cost of the McKinley is not strictly an added cost to the school system of the city on account of manual training. If it had not been established when it was there would have been an immediate necessity for more room at the Central, for that school received practically all the relief afforded by the new school. An increase in the accommodations at the Central would merely have relieved congestion there. The new school did that and

at the same time it did the more important work of providing an opportunity for our boys and girls which did not exist before.

In petitioning for an appropriation to complete our building we are asking for no more than it has been the intention of the authorities to give us—presumably when the need arose. The need has come sooner than anyone foresaw, it is true, but it is a very real need and has been such for two years. I have attempted to indicate it to those who have not a closer knowledge of it, and I can now only suggest that if further argument is required it should be remembered that it will be two years at least before relief can be provided, if provided as soon as possible. What will be our difficulties in the meantime?

To a hardly less degree should emphasis be given to the needs of the Armstrong School. In one particular, even added force is desirable. That school is not so near a normal stature as the McKinley. Starting three years ago with a dozen pupils assured, it will surely go above 400 next year, and two years hence it should have fifty per cent more than that. It must have room for its pupils and their work. Three years is a short time in which to secure large results from school work, but large results are already in sight here, as indicated below. The promise which these results hold out is vastly more important than those yet reached.

#### STATISTICS.

The following tables give statistics pertaining to both schools for the past year:

TABLE I.—*Total enrollment of McKinley School, 1903-4.*

Year.	College and normal.		Special 4-year.	Special 2-year.		Total.		Grand total.
	Boys.	Girls.	Boys.	Boys.	Girls.	Boys.	Girls.	
First .....	75	52	68	57	21	200	73	273
Second.....	47	18	36	31	24	114	42	156
Third .....	59	19	8			67	19	86
Fourth.....	24	4				24	4	28
Total.....	205	93	112	88	45	405	138	543
Withdrawals.....	36	18	11	19	11	66	29	95
Total (at close of year) .....	169	75	101	69	34	339	109	448
Graduates.....	21	4		19	12	40	16	56

In addition to above there were 2 boys and 15 girls taking special courses.



TABLE II.—Total enrollment of Armstrong School, 1903-4.

Year.	College and normal.		Special 4-year.	Special 2-year.		Business.		Total.
	Boys.	Girls.	Boys.	Boys.	Girls.	Boys.	Girls.	
First .....	11	39	18	35	63	19		218
Second .....	2	23	12	16	39	16	33	134
Third .....	2	10	3				26	15
Fourth .....	3	4						9
Total .....	20	76	33	51	102	35	59	a 376
Withdrawals .....	6	26	9	15	33	11	6	106
Total (at close of year) .....	14	50	24	36	69	24	53	
Graduates .....	5	3		9	23	13	8	b 61

a Includes 30 boys and 23 girls taking a partial course for two years  
b Includes 15 partial-course students to whom certificates were issued after two years' work.

DEPARTMENTAL REPORTS.

The departmental reports which follow touch upon the details of the work of the entire curriculum. These reports are prepared by the heads of the various departments, and in their original form contain free and greatly detailed comment upon the work of the year. Apparent faults are frankly discussed and recommendations for the future are made. All such receive careful consideration by the officers of the school in consultation with the teachers, and the adoption of their suggestions not infrequently follows.

ENGLISH AND HISTORY.

The aim of the work in English and history in the McKinley and the Armstrong schools is controlled by the purposes of manual training. Since the idea prevails that the culture element afforded by the classics or by the modern languages, including English, or by history even, is something beyond the culture-giving power of hand work, it may be necessary to explain why the method of teaching in this department has been adapted to the latter rather than the former.

The educational value of technical work is believed to be definite and real. Consequently, keeping in mind the direct purposes of English teaching—promoting power of thought, power in expression, and knowledge of language and literature—the method of teaching has been as far as possible an imitation of the methods of the laboratory and the shops. The making of a bolt or a brace, a cabinet, or a garment has much in common with the construction of a paragraph. Calipers are constructive units involving all the fundamental laws underlying the structure of essays and poems. To fashion language to suit his mental purposes as he would manage his concrete materials has been the aim of the student's daily practice. In the shop or laboratory the interest in work is much enhanced by its definite nature; all the activities are objective. The problem in English always is to



overcome the vagueness of assignment in the development of ideas. So to control the acquiring and development of the principles of grammar and rhetoric, so to define the laws of oral and written composition, and so to impart or encourage standards of taste in literature as not to plunge the student into depths beyond his interest and comprehension is the particular merit of a practical and natural method of teaching English. Every boy takes an intelligent and stimulating interest in making himself a sled. He feels his mental functions quickened by constructing something clearly comprehended. Whenever each composition is taken in hand as is a sled, as a possible personal acquisition, the problem of language, of literature, of discipline has been solved. The young carpenter is sufficiently critical to distinguish a makeshift from the realization of his ideal. To give the students critical power or to bring their native critical power to the determination of the value of their composition in language is the result of the use of inviting topics.

Not merely to use concrete, visible methods, but to make the subject-matter of English work a reality has been an added aim at once practical and profitable. The absolute forms needed in actual life, letters and notes necessitated by business and social conventions, the experiences of the student's life, his imagination and the immediate activities of his school career, all these have been found more vital as material for English composition than has been the reproduction of literature. It may be easily shown that in all four years the student's own activities have furnished engaging topics for work, and, moreover, the study of literature is thus not made commonplace by overanalysis—a widespread evil. While the culturing value of literary study demands appreciative work, the constant use of classics as topic matter frequently destroys reverence for them. "How I assisted the Geological Survey" or "How I made a motor boat" has more desirable qualities as a theme than has the hackneyed "Character sketch of Portia." It is not, however, to be forgotten that the necessity of meeting the normal school and the college requirements compel a special study of certain texts in literature the worth of which is not to be underestimated. More than 40 per cent of the entering classes and more than 70 per cent in the four-year graduating classes demand these college requirements.

In pursuance of the policy of making English expression a chronicle of the entire vigorous consciousness of the student, not history alone, which has been a part of the English work and entirely in the hands of English teachers, but chemistry, the wood-turning, forge, and machine shops, the cooking, sewing, and millinery departments—in a word, all the activities of the school—have been reported in the English department. Such work detects at once any perfunctory or unthinking practice. The value of this association depends naturally

upon the fact that work in all these channels has been truly practical, personal experience.

In spite of the danger of falling into much educational quackery in the matter of correlation the cooperation of the English and the history forces has proved most beneficial. For the first time in the McKinley School it has been possible to supplement the study of general history by proper intensive work. In an order adapted to the special needs of the schools, the reverse of that suggested by the committee of seven, courses in American, English, mediæval, and ancient history have been given. These courses have been made illuminative of the course of four years in literature and language as detailed in the Report of the Board of Education for 1902-3. The value of this interplay of interests has attracted the favorable comment of the Mosely commission and of prominent American educators.

This work in English and history so gratifyingly praised by men of inquiring minds, this effort to make our students sincere workers in simple, masterly expression, expert in the use of words, sentences, paragraphs, and larger units of expression, to attain strength in the native tongue and power in the realm of thought, is done by a corps of tireless teachers. I wish to thank them for whatever gains have been made. Particularly I regret that their devotion is so penuriously repaid.

#### MATHEMATICS.

The primary object in the teaching of mathematics in the manual training schools has been to make the subject as practical as possible and relieve it of that abstractness which has caused the failure of so many pupils. This is accomplished in several ways, one of the most successful being the hearty cooperation of the various departments of the school. Especially is this true of the physics department and the shops. Here the pupil is brought face to face with the practical application of the formulæ and theorems developed in the mathematics class, and the instructors are urged to see that they use their knowledge of mathematics in the solution of the problems arising in the work of those departments. Teachers of other departments are asked to furnish lists of representative problems arising in their work, and these problems are used in the mathematics class. They are also requested to report weaknesses in mathematics, and every effort is made to overcome them by special drill in that subject.

Students are constantly urged to do original work and to use the text-book only as a guide. As a means to this end every pupil is required to state before beginning a problem just what method of proof he is going to use. It has been found that this helps to overcome the tendency to memorize the proofs in the book.

In the mathematics class the knowledge gained elsewhere is expected to be used. Problems are given requiring some knowledge of physics,



chemistry, or the shopwork. Great benefit has been derived from the practice in drawing gained in the free-hand and mechanical drawing departments. This enables the student to understand more clearly the figures given in the book and to construct his own more accurately. It is the object of the teacher to have every recitation given in as concise and accurate form as possible from the grammatical as well as from the mathematical standpoint.

The mathematics in the four-year course extends through the four years, the first two years being required. In the two-year course mathematics is required both years.

The first year of the four-year course is devoted entirely to algebra. Five periods a week are required. After a brief review of the fundamental operations and the solution of simple equations, the subject of factoring is taken up and special emphasis is put upon it. This subject is constantly kept in mind throughout the year by frequent reviews and by its application to all problems whenever possible. The constant drill in factoring is very helpful in the succeeding subjects, and especially so in the solution of quadratic equations, common factors and multiples, fractions, fractional equations, simultaneous equations, involution and evolution, theory of exponents; radicals and quadratic equations are taken up in order, and special emphasis is put upon the handling of fractions and the solution of quadratic equations. Mental work is frequently required and every means used to cultivate facility in handling numbers. The first year of the two-year course is devoted to practical arithmetic and algebra, two quarters to each subject. In arithmetic a thorough drill is given in addition, subtraction, multiplication, and division, and much time is spent upon the subject of denominate numbers and business transactions. In algebra as much as possible of the work outlined for the four-year course is covered.

The second year of both courses is devoted to plane geometry. Four periods a week are required, and the entire subject is covered. It is in this subject that the greatest tendency to memorize the book is encountered, and every possible effort is made to overcome it. Figures are drawn and lettered differently, proofs different from those in the book are asked for, and numerous original problems are given. Many applications of geometry can be found about the school, and these are constantly drawn upon to furnish material for class room and home work. Whenever possible numerical problems, such as the calculation of length and area, are given.

Solid geometry is studied in the third year and continued for two quarters. Four periods per week are required in the mathematics of this year. The great difficulty usually encountered in this subject on account of the complicated figures has been almost entirely removed by the knowledge gained in the drawing departments. Greater clear-



ness is acquired by the use of models prepared by the student. As in plane geometry, numerous numerical problems are required.

At the beginning of the third quarter plane trigonometry is taken up and the subject is completed by the end of the year. The definitions and relations of the functions of an angle are carefully studied, after which a short time is devoted to the study of logarithms. Considerable time is then devoted to the solution of triangles and the application thereof in determining heights, distances, and areas. A short course in surveying is given the latter part of the year, the object of which is to make practical application of the trigonometry and to teach the students the uses and manipulation of the principal surveying instruments. This year the department was furnished with a set of first-class instruments, consisting of an engineer's transit with vertical circle, stadia hairs and gradienter screw, an engineer's Y level, a leveling rod, and an engineer's 50-foot chain. Two range poles and a set of pins were made in the shops. Although secured too late to be used this year they will be used frequently next fall and spring.

The mathematics of the fourth year consist of two quarters of advanced algebra and two of analytic geometry. Five periods a week are required. In algebra those subjects are studied which are necessary for entrance to the principal technical colleges. Special emphasis is put upon quadratic equations series and the consideration of higher equations. At the close of the subject and leading up to the analytic geometry simple equations are plotted and simultaneous equations are solved by means of the graph. By this means the student is lead gradually from algebra into analytics, thus making plain the intimate relation between the two.

The course in analytic geometry is intended simply to give a good idea of the elements of the subject, and to this end only the simplest curves are studied. After a careful study of the general subject of loci, the straight line is considered and its equations developed. Then follows a brief study of the circle, parabola, ellipse, and hyperbola. It is in this year that pupils begin to show more facility in handling mathematics, which is the result of patient work in the lower classes.

Great praise is due the teachers of mathematics in the McKinley and Armstrong schools for the efficient work done this year. The department deeply regrets the departure of Mr. John D. Minnick, whose ceaseless care and industry and whose ever genial character have placed the mathematics department upon such a firm basis.

#### PHYSICS.

The work of the year just closing has been carried on by the teachers in three separate buildings, an elementary physics laboratory having been improvised at 626 O street to accommodate the increased number of physics pupils. The delay in fitting up this room caused a

congested condition in the McKinley School, making it necessary to run until 4 o'clock every day to accommodate the classes in the laboratory work alone. Toward the middle of the year, however, the O street room was completed and classes were sent to it for laboratory work in elementary physics. This relieved the crowding at the McKinley School laboratory and gave the instructors a proper amount of time in which to arrange apparatus for other classes, an operation which had formerly to be done during the time between 4 and 5.30 o'clock every day. One new teacher was assigned the department this year, which made a normal amount of work per teacher.

A laboratory fee of 50 cents was charged, but the students were furnished with special binders and paper, free of charge, for their reports of experiments.

At the end of the year an exhibition was held at which the X-ray and wireless telegraphy were shown in operation, and several practical applications of electricity were illustrated on the lecture table—for example, electric car, electric arc light, powerful electro-magnet, and the causing of fires by defective wiring.

The following is an outline of the four years' course in physics: First year, beginners' physics; second year, advanced physics; third year, elementary steam; fourth year, applied electricity.

*Beginners' physics.*—The aim in this year is to give the pupils a general view of the different subjects of physics and to make them see in the world all about them illustrations of the results and truths they have learned in the class room.

The time is one year, four periods per week, one-half this time being spent in individual laboratory work.

The method of instruction is by means of recitations on text-book work, lectures by instructors, illustrated by experiments, individual laboratory work by the pupils, and written work in class on the text and experiments.

The text-book used is Woodhull and Henderson's *Elements of Physics*, and the entire book is covered.

The laboratory work consists of experiments, generally one each week, laid out by the department, the directions for which are still in manuscript form.

*Advanced physics.*—The aim in physics in this year is to give boys a preparation for entrance to college, and the work is a review of the beginners' physics, with additional work necessary to meet the college entrance requirements.

The time is one year of four periods per week.

The method of instruction is similar to that in beginners' physics, except that more stress is laid on the mathematical and quantitative side, while in the beginners' course the work is mostly qualitative.

The text-book used is Hall & Bergen's *Text-Book of Physics*, and



this is covered, omitting the chapters on "Fluids in motion" and "Radiant energy."

The laboratory work is that set forth in the Harvard list, for which the department has an equipment of 40 individual sets of apparatus. There are 2 laboratories with 20 pupils working in each simultaneously.

*Elementary steam.*—The purpose is to give boys a knowledge of the elementary principles of steam engineering and practical shop operation.

One year, four hours per week, is given to the subject, one-half of this time being spent in the laboratory and in the shop engine and boiler rooms. Pupils must have had two years of general physics before entering this work.

Recitations are held and lectures are given twice a week, with textbook work. The text-book used is Kinealy's Steam Engines and Boilers, pages 1 to 52; also pages 53 to 227, omitting all calculus.

The laboratory work is given in the physics laboratory two hours per week. A list of the experiments performed follows: To learn to plot and read curves; to determine the latent heat of steam; to study a steam engine; to study a steam-boiler plant; to study the motion of a slide valve; to obtain and compute an indicator card; to measure the brake horsepower of a small engine; to measure the coefficient of expansion of a gas heated under constant pressure; to determine the specific heat of lead; to determine the mechanical equivalent of heat electrically; to study and operate a hot-air engine; to solve certain problems of Zeuner's valve diagram; to locate and cut belt holes in floors for various combinations of pulleys; to determine the ratio of pull to cutting force in a machine for cutting metal; to determine the efficiency of a jackscrew; to determine the speed of certain elements of a system, knowing the speed of one part; to study the chain fall; to study a platform scale and determine its ratio.

Practical work is given in taking indicator cards for calculating horsepower and for setting the valves on the school engines and in testing a small engine for brake horsepower and certain machines for efficiency, which work is done in the shop engine and boiler rooms.

Inspection trips are made to plants in the city, such as the cold-storage plant at the Center Market, the liquid-air plant at the foot of Four-and-a-half street, the new pumping station and filtration plant, and the power stations of the street-railway system.

Special work is assigned the pupils near the end of the year as a test of the knowledge they have acquired. Some of the subjects this year were as follows: Design of a small machine shop, design of a small pattern shop, design of a small forge shop, design of a small ice-making plant, design of water supply for a country farm, and a cold-storage plant.



The above subjects are looked up outside of class and a written report is made showing the proper building to put up, the power to be used, type of prime mover, floor plan of plant, arrangement of machines, kind of drive, etc.

The boys actually fire the school boilers and tend the engines and dynamos after the manner of regular firemen and engineers. They are shown how to calculate the heating surface, horsepower, and strength of boilers.

*Applied electricity.*—The purpose is to give the boys a working knowledge of practical electricity; to fit them to fill positions of which the following are typical: Electrical tester in electrical shop, telephone inspector, meter tester, dynamo tender, assistant engineer in power station, contractor for residence lighting, and switch-board attendant.

One year, four hours per week, is assigned to this course, one-half this time being spent in the laboratory. Students must have had two years of general physics and must be in their senior year.

Recitations are held and lectures given twice a week with text-book work. The text-book used is Sheldon's *Dynamo-Electric Machinery*, vol. 1, pages 1-129 and 161-239, omitting all calculus.

Laboratory work is conducted in the dynamo laboratory two hours per week, experiments being written up in reports. A list of the experiments follows: Study of dynamo, measurement of resistance by drop method, measurement of resistance by Wheatstone bridge, specific resistance of German silver, mapping a current sheet, calibration of ammeter by copper voltameter, calibration of ammeter by direct comparison, calibration of voltmeter by direct comparison, study of an isolated power plant, study of a municipal lighting station, study of a street railway station, study of a battery substation, external characteristic of a shunt dynamo, internal characteristic of a shunt dynamo, armature characteristic of a shunt dynamo, exploration of field commutator, total characteristic of a shunt dynamo, calibration of a ballistic galvanometer, magnetization curve of a dynamo, study of D. C. arc and determination of C. E. M. F., insulation resistance of the school plant in operation, B. and H. curve for cast iron, mechanical equivalent of heat electrically, efficiency of a dynamo without a dynamometer, efficiency of a dynamotor, compounding of a shunt dynamo.

Practical work was given in installing motors, lamps, and wiring systems in the school building, examples of which are in the shops of the school.

Construction of apparatus was undertaken, an example being a 1-kilowatt machine for converting alternating currents into direct currents for use in the electrical laboratory. The students make the drawings, patterns, do the machine work, assemble the machine, wind it, and finally test it in the electrical laboratory.

Inspection trips were made to plants in the city, among those visited this year being the following: United States Electric Lighting Company's Thirteen-and-a-half street station, Capital Traction Company's Four-and-a-half street power station, and the storage battery substation on Washington street.

The students attended meetings of the local branch of the American Institute of Electrical Engineers, held at Columbian University, at which papers on the latest practice in electrical engineering were read and discussed by the most prominent engineers of Washington.

*Result.*—Of the 9 boys who have graduated from this course the following cases, self-supporting, may be mentioned: Graduate in 1902, tester with Crocker-Wheeler Company; graduate in 1903, chief electrician of one of the local theaters; graduate in 1903, contractor for residence lighting and installation of small plants.

The rapid increase of the number of pupils who wish to go on with physics, especially in the course in applied electricity, furnishes another very strong argument for more room. Only 6 students could be accommodated last year in the dynamo laboratory, and now there are 20 who wish to take this work the coming year. It would not be a wise plan to buy more apparatus for them, as there is no place to put it or to use it. This set of students must be divided into at least three divisions, making 6 separate laboratory periods, using the teacher's time to bad advantage, since with a larger room one teacher could handle the 20 at one time.

It is the opinion of this department that the work of caring for a section should not be given to its teachers. A science teacher who has a laboratory to care for and apparatus for experiments to arrange needs all his time free, outside of teaching hours, if he is to keep his health and maintain his efficiency. In this connection let it be said that the three physics teachers have frequently given their Saturday holidays to arranging experiments in the laboratory for the coming week because they had no suitable time during the week.

The experiment in teaching elementary steam to high school boys has been a success in the opinion of the department, and this work should be enlarged for the coming year. The inspection trips will be made a prominent feature of this work, as well as in the course in applied electricity.

There is one change recommended for next year. In place of Hall & Bergen's text-book of Physics the college preparatory pupils should use Gilley's Physics.

In conclusion the department would state that it believes the year just closed to have been the most successful in the point of work done of any in its history.



## CHEMISTRY.

The aim of the work of this department is to train the mind in right methods of attaining facts, to see the relation between these facts and their significance in the useful arts and sciences. Since chemical facts are established only after careful experimental work involving the most delicate use of the senses and the keenest analytical exercise of the mind, we have in this department an unusual opportunity to produce that most useful quality of intellect which, with delicately trained senses, penetrates the labyrinth of nature and brings therefrom truths, and then with that same quality of intellect surveys the busy world and finally blends the truth with useful activities.

Purpose, plan, accurate observations, and logical inferences therefrom is the oft-trodden road to facts. The purpose is clearly given, the plan at first laid out by the teacher, but finally by the student himself. Under the guidance of the instructor the student makes his observations independently. The conclusions based on observations must be defended by the student, both at his desk in the laboratory and in the class room. Where do you see and how can you apply this fact in everyday affairs, are frequent questions which always incite high interest and appreciation.

The principle of placing strong emphasis, especially during the early part of the work in chemistry, on the methods of acquiring the fact rather than on the fact itself brings at the close of the course not only more rational minds, but more facts, and toward the close of the first year's work and during that of the second year such talent is developed as would do credit to the student were he later to specialize in chemistry.

Careful records in notebooks form a prominent feature of our work. They are criticised, not only with a view to the knowledge of chemistry, but to that of English which they evidence. These books are kept where they may be seen by the teachers and visitors at any time, so the students strive hard to be prepared and represented well by their notebooks.

In the schedule for next year I urge strongly that there shall be formed for girls a section in chemistry. There are many points of applied chemistry which fall within the realm of domestic science. Here is plainly a community of interests a recognition of which by the formation of a section for girls would result in greater interest and usefulness to them.

## GERMAN.

The following is a report of the work done by the classes in the manual training schools:

Classes C<sup>1</sup> and B<sup>1</sup> of the McKinley and the first year of the Armstrong have completed the twentieth lesson of Spanhoofd's Lehrbuch.



Classes A<sup>1</sup> and the small B<sup>3</sup> section doing first-year work have not quite finished the twentieth chapter. The failure of the former to do so is owing to the fact that it lost fifty minutes a week of its instruction owing to the impossibility of arranging a full programme for it, and the failure of the latter to the fact that there was quite a delay in organizing this beginners' class.

The second-year pupils of both schools reviewed the first year's work and completed the Lehrbuch. It is interesting to observe that a much larger percentage of pupils than usual have elected third-year German for the coming year.

The third-year class read *Die Journalisten*, using it as material for conversation and composition. As a grammar reference they used Spanhoofd's *Lehrbuch*. Their work was handicapped by the fact that one German hour came after school, and it was impossible to arrange a satisfactory programme for every member of the class.

A number of pupils wishing to take German were unable to do so, owing to the impossibility of arranging programmes.

The work at the Armstrong has again been excellently done. As a whole, our first-year work has been much more satisfactory than last year.

#### FRENCH.

Books used: Gibert's *Elementary French Reader*; *Foundations of French*, by Aldrich and Foster; *Livre de Lecture et de Conversation*, by Fontaine.

The first-year classes finished the elementary reader and covered 73 pages, or 18 lessons, in *Foundations of French*. They also read 12 lessons in *Livre de Lecture et de Conversation*. Written work at home was assigned twice a week, and test writing in school was given once a week. These test papers were returned to the pupils for correction, thus adding greatly to the value of this work.

The pupils taking second-year French had studied it three years ago in the Central High School, but it was found necessary to take them rapidly over the whole first year's work again. This class covered, in *Foundations of French*, 89 pages, or 22 lessons, and in *Livre de Lecture et de Conversation* 28 lessons, omitting those previously read. Written home work was assigned twice a week and the written test work once a week, treated in the same way as in the first-year class.

#### FREE-HAND DRAWING AND DESIGN.

The work of this department, planned originally by Mr. Forest Grant, required no readjusting when its former director resigned. There were more of the practical problems included than in the preceding year, and a special effort was made to have the work apply in a more direct way to the other departments. This plan was changed but

little by the introduction of the textile work for the girls of the second, third, and fourth years. The department suffered severely by the death of one of its most capable teachers, and the incoming of various substitutes did much to retard the progress of the textile work. With the special effort of the present instructors, however, it developed strength and was most successfully finished under the strong guidance of Miss Gertrude Gotwalls, whose inspiration did much to make the textile problem a success. This work especially has shown the necessity for much individual instruction and makes emphatic demand for an additional teacher.

The most important problem with the first-year boys was the furniture problem. This was inspired by most careful study of Greek and Gothic architecture. After acquiring a knowledge of line and proportion he was introduced to his constructive problem as he was originally introduced to his first sentences of speech. Before he appreciated simplicity and beauty he corrected his errors of vision and taste and was then taught the principles of this problem as he was taught the principles of literary composition or the science of mathematics. Each design was evolved by the boy builder and he became eager to employ his restless activities in the actual construction of his design. Enough of these projects were completed in the school shops to warrant the hope that conditions of time and material will be favorable next year to an extension of this interesting and practical work. His other work during the year included problems in color, both pictorial and decorative, and in drawing both objective and subjective, and he began to realize that the study of drawing was developing his appreciation of the beautiful and indicating the useful application of the subject.

With like problems the girls were made to realize from the first that art was a matter that concerned them much. An attempt was made in a general way to help them realize beauty in their own homes. They drew from nature in a pictorial way, choosing and idealizing the various elements, composing into agreeable design and developing the design in the actual object.

The experiment with basket weaving has proved its weakness as an agency for developing feeling for design and color and next year it will be taken up in the first year only, where it may be used largely for form study. The study of composition was changed somewhat by introducing the study of lettering. Heretofore its importance as an educational problem was not apparent, but a trial has done much to make the student feel the necessity for accurate and skillful work.

The greater part of the work followed the plan of the preceding year, special emphasis being given to sketching in various mediums, from nature and the figure, and to composition, design, and constructive work.



The art department has not only labored to develop a sense of appreciation and a feeling for the esthetic among its students, but it has offered simple problems and experiments which have called on every activity of the student mind to solve. The pupil was given every opportunity to strengthen his powers of invention and his ability to create. To help him to discover, to strengthen his determination and will rather than to create pretty pictures, was the general aim of this department.

#### MECHANICAL DRAWING.

The object of the first-year course is to familiarize the pupil as much as possible with his instruments, but more important still to teach him to read a working drawing. These two purposes have been combined by having the pupil trace a simple working drawing of a familiar object. This is followed by a number of working drawings that are penciled from the object, dimensioned and traced. Formerly two or three months were devoted to lettering exclusively, and while it is now emphasized as a part of the regular work it is incidental, each sheet having a certain amount of lettering on it to be done free-hand. Thus by means of this composite course the pupil who leaves school after the first year, as so many do, has learned to trace and to letter and has a fair knowledge of working drawings. In the second year the theory of projections is taught, the method of obtaining revolved views, cross sections, simple intersections, and developments being shown. In a general way this leads up to the third-year work, which consists of the principal problems in the first two chapters of MacCord's Descriptive Geometry, taking also advanced problems in intersections and developments. The fourth year class during the year, or rather during the first two quarters, studied the principles of outline and surface shading and oblique projections, and during the latter half-year did individual work according to their abilities. The first part of the year's work showed the weakness of the old course, as it developed that many of the students could not in their senior year read with proper facility a simple working drawing. This discovery has led to some changes that it is proposed to embody in the course for the ensuing year.

This brings us to a glimpse of the future with its prospects and possibilities. We expect more and larger classes, so must have an increased teaching force to handle them. We also expect to be helped in our work by improved equipment, part of which is mentioned herein. It is proposed to improve the course of instruction in the following ways: A part of the first quarter of the first year will be devoted to teaching the pupils to read working drawings by means of constructing working drawings of exercises used in the shops. The balance of the year will be devoted to tracing, delineating, dimensioning, and lettering. Oblique projections are to be taught in conjunction



with the first-year work and used to illustrate the working drawings. The purely theoretical work of the second and third years is to be combined and condensed, so as to occupy the last half of the second year and the first half of the third year. The first half of the second year will then be devoted to the drawing of machine details and assembly views. The theoretical course of the last half of the second and the first half of the third year will aim to teach thoroughly the fundamental principles of orthographic projections, specializing only on revolved views, sections, intersections, and developments. The last half of the third year will be devoted to instruction in the use of empirical formulæ for proportioning machine parts, or elementary work in architectural or other special branches of drawing. The fourth-year work is to be a development of the third-year work, being carried out by giving individual work by means of varying old designs to meet new conditions, developing new designs, and supervising of the detail work of the same. The underlying thought of this year's work will be to develop independent thought and action and to guide the same into the best channels. Throughout all years, however, the disciplinary value of the work is to be borne in mind and carefully recognized as heretofore.

The general course as outlined is applicable to the four-year boy students, but not to the two-year students, for whom the following has been arranged: The first year will be the same as the first year for the four-year students, except that special stress is to be laid on tracing, while in the latter part of the year the conventional and accepted methods of representing springs, gears, etc., are to be taught. The entire second year will be devoted to the drawing and tracing of machine parts and the proportioning of the same. No theoretical work will be given in this course, but oblique projections and surface shading will be used generously to illustrate the straight projections. The first year of the girl's normal course is to be chiefly pencil work upon working drawings of familiar household articles, simple plans for houses, and such other things as would be applicable to the teaching of children. The second year will be devoted to the theory of third-angle projections, illustrated by more working drawings.

In connection with all of the work free-hand sketches drawn and dimensioned by the pupils are to be freely used. A decided effort will also be made to correlate the work of this department with that of the shops and with the design in free-hand drawing.

Since our last report a card index of all pupils has been completed which shows the exact rating of their work, each sheet being noted thereon. In connection with it there is also installed a system of filing the work of each pupil individually for his entire four years, thus having for our own benefit and that of the visiting parent, on a moment's notice, the complete record and the work on which it was made.

*First-year classes.*—The work in these classes was very largely individual work in cookery. As most of the pupils had received the lessons in cookery given in the seventh and eighth grades, the first lessons of the year were a review of some of the work they did there. Some of the subjects reviewed were water, combustion, the making and care of a fire, and food composition. After reviewing the composition of foods, these compounds were classified into the food principles, which gave the foundation for the work in cookery. In this individual work the amounts were necessarily so small that to obtain good results greater accuracy of measurement was even more essential than in dealing with larger quantities.

The first food principles treated were the carbohydrates, i. e., the starches and sugars. In the first lessons on starches each pupil performed a few simple experiments to show in what starch is found. The iodine test was given for starch and a number of vegetables were tested to show whether or not they contained starch. These experiments were followed by others which showed the effect of cold and hot liquids on powdered starch and also the effect of dry heat. The microscope was used to show the starch grains. Following these experiments was the making of some dish which involved the use of powdered starch, so the knowledge obtained from the experiments could be applied. Other lessons followed in the cooking of vegetables containing starch and also those containing the other carbohydrates.

The next food principle treated was proteid. The principal compound of this group being albumen, found in its purest state in the white of an egg, this was taken for the experiments. The effect of the temperature of boiling and simmering water on albumen was shown and also the effect of cold water. Some of the experiments were given with meat to show that it contains albumen. The names of the other compounds found in meat were also given to the pupils. The lessons that followed were on the various ways of cooking eggs and meats, applying the knowledge which was gained from the experiments. As the pupils had no knowledge of chemistry, very little was given pertaining to the other food principles.

Before using baking powder a few experiments were tried by the pupils to show its composition and how it imparts lightness to mixtures. Before using yeast in the making of bread a lesson was given on fermentation; yeast was also shown under a microscope.

With all of these lessons in cooking the sources from which we obtain the various foods were considered. If manufactured, how and where? If vegetable, what part of the plant is used and where grown? The digestibility of the food cooked was considered and the influence which the length of time of cooking has on its digestibility; also the effect of the different temperatures upon it.



Interspersed at proper times during the year were lessons on the manufacture of different food stuffs—such as flour, macaroni, and sugar—and the production and care of milk and other dairy products. These lessons were followed by papers written on the subject just discussed.

The pupils worked from written directions, and were expected to be able to give the reason for each step taken. At the end of each quarter a written review was given in all classes.

*Second-year classes.*—In this year the work centered on the planning, purchasing, preparation, and serving of meals. Some of the first lessons were in marketing. The classes were taken to market and the pupils were shown how to select different foods, and also to learn their prices. During the year the pupils were expected to go to market occasionally that they might know what is in the market at different seasons and the prices of these different foods. More cooking lessons were given and the nutritive value of each dish was considered. This was all preliminary to the planning of meals.

In planning meals the cost and nutritive value of the foods were always considered. After proper drill in the planning of the different meals each class planned, purchased, prepared, and served a dinner to 8 persons. This was at an average total cost of \$1.50 for the raw materials. The dinner consisted of a soup, meat or fish, two vegetables, a salad, dessert, and coffee. As part of this work, lessons are given on table setting and serving. Only such serving is taught as can easily be done by any girl in her own home.

The latter half of the last quarter was devoted to the planning, furnishing, and care of a kitchen.

*Third-year classes.*—In this year the first lessons were in canning, preserving, and jelly making. With this work was given a little simple household bacteriology, and a review of the lessons on fermentation given in the first year. A little of what is called fancy cooking was given. The pupils were taught how to make different garnishings and receptacles for holding entrees and desserts.

It was to these classes that the laundry work was given. This work consisted of a discussion of the reasons for laundering, the utensils needed, the kind of water, how hard water may be made soft and muddy water clear, the different stains and how they may be removed, and the different blues used for bluing clothes. These discussions were followed by practical work in washing and ironing. The pupils readily told what will remove some stains, knowing their composition, by applying their knowledge obtained from certain of their cooking lessons. Notes were taken on all of this work. Pieces of cloth having on them various stains were given to each pupil. These stains were removed, the materials for doing so being furnished. A few experiments were performed by the pupils with various alkalis and fat to



show which will most effectively remove grease spots. These lessons preceded a lesson in soap making. Very little chemistry was given with this lesson, as the pupils had but just begun that subject.

A few experiments were tried with the various blues used in bluing clothes, to show that some are insoluble in water and to learn how to avoid blue streaks on the clothes. By these experiments it was also shown that prussian blue will turn brown when an alkali is added to it and that precautions must be taken to avoid brown streaks on the clothes.

Each pupil washed a towel or napkin, a collar and an apron, doing the washing, scalding, rinsing, bluing, and starching where it was required. In this they learned to use the thin starch on the apron and the thick starch on the collar. After these articles were dry they were dampened and ironed. Owing to the very limited space it was not practicable to have a shirt waist washed at school, so each pupil brought one from home rough dry and was given a lesson in ironing it.

The latter part of the last quarter was devoted to lessons on the finishing, furnishing, and care of the dining room; also the special care of silver, china, and glassware.

*Fourth-year classes.*—In this year was taken up what might be termed the evolution of the home. Going back as far as possible, finding what the primitive home was like, the pupil traced it up to its present state. As the house is that in which the home is, these lessons were followed by the planning of a house. Only points were dwelt upon which every woman who expects to build or have a house of her own should know.

The cooking for these classes was that suitable for the sick and the convalescent. These lessons were followed by others in simple household bacteriology, physiology, and hygiene. After these came lessons in home nursing.

In the course in home nursing the pupils were taught how to arrange and care for a room, both for simple and contagious diseases. They were taught how to remove the bedclothes without removing the patient from the bed, and also how to give a simple bath; how to take temperature, pulse, and respiration; what to do for burns, cuts, and bruises; how to put on simple bandages; how to make poultices, mustard plasters, and stupes; what to do in case of faint, epilepsy, collapse, sunstroke, and heat prostration; what to do with a broken limb until the arrival of a surgeon. The idea in this course was to give the pupils such knowledge as will enable them to care for sick in their own homes in an intelligent way.

In the two-year course the pupils in the first year are given about the same amount of time as those in the four-year course receive in the first two years and in the second year about as much as given in the third and fourth years of the four-year course. The chief differences

are that in the two-year course the laundry work is given in the first year and the planning and preparation of meals in the second year. The pupils of the two-year course devote four hours a week to domestic science and complete in the two years the same amount of work as is done in the four-year course, the pupils of that course having but two hours a week in this department.

It is hoped that next year more room may be available, so that the practical work of the laundry may be extended and better instruction offered in home nursing.

#### DOMESTIC ART.

*Sewing and dressmaking.*—The appointment of an additional teacher in this department this year enabled each pupil to have that individual attention which is essential to the accomplishment of perfect and thorough work.

After a review of the various kinds of hand sewing, such as is taught in the graded schools, the first-year pupils were given lessons in the use of the sewing machine, machines of five different makes being employed. These lessons were followed by instruction in the principles of drafting, cutting, and fitting, and by practice in taking measures. This course is necessary as a preparation for the dressmaking course of the following year. Drafting and cutting lessons were given by demonstration. Each pupil drafted her own patterns for three or four articles of underwear. Material for these garments is furnished by the school, trimming being brought, if desired, from home. Each piece when finished is kept until the expiration of the school year, being subject to a final examination before it is accepted. In every case the work has been most creditable and demonstrated great efficiency in the use of the sewing machine.

Second, third, and fourth year pupils were given systematic training in the principles and practice of dressmaking in order to gain a practical knowledge of the essentials necessary for working at home with facility and confidence. They provided their own materials and were allowed to take home finished work. As the quarters passed nearly every girl wore one or more garments made entirely by herself in the sewing room. Shirtwaists and shirtwaist suits of washable and woolen materials, such as would be attempted in the home, were completed with correctness, both as to cut and execution. Some advanced to more difficult styles, each pupil proceeding as rapidly as she was able to pass the required standard. During the fourth quarter graduating dresses were made by girls who worked steadily and earnestly, giving extra time in order to insure the completion of their work. The happy wearers were proud, and justly so, of their handiwork.

Mention must be made of the written work accomplished during the year. First-year pupils were required to write compositions on topics



relative to the implements and textiles employed in the sewing lessons. Second and third year pupils continued the textile study, some very attractively illustrating their work. The origin, growth, and cost of materials were given attention in this course.

*Millinery.*—The results of the year's efforts, the first in this department, has demonstrated that the work was not only a popular but an important addition to the curriculum of the manual training school. To be able to make a complete hat, including the frame or foundation, and to cover and trim it for less than half the price paid for the same article in the stores, is a consummation not only gratifying to the worker, but to the parent who meets the cost. No one article of feminine apparel is higher priced than well-made head gear, so the girl who can deftly fashion materials into definite form and can create, at little expense, hats of beauty and of taste is not only a useful but a most helpful member of the household. During the past school year as many hats were made by the girls for their mothers and sisters as for the girls themselves, and they were of almost infinite variety of shapes and of all kinds of materials. Simple sun bonnets, mull hats, and hats of velvet, felt, straw, and the more difficult and elaborate evening hat of chiffon or tulle were made, in each case for a nominal sum.

In the beginning of the course buckram frames were made and covered with canton flannel to illustrate the application of velvet. Two hats of this description, but of different shapes, were made by each pupil and then wire frames were undertaken. When accuracy was obtained in the making of these they were covered with folds, shirrings, tucks, etc., of inexpensive cotton material until lightness of touch and some ability in designing and creating were acquired. Later in the year each girl was allowed to bring from home any material which could be utilized. To enable her to excel in the making of plain, everyday headgear, adapting the design to the individual, and above all to avoid extremes, is the chief effort of the instructor. Having no models or "shapers" to work from, every pupil is required to draft her own patterns, showing the size, regularity and proportion of the hat desired. From these drawings the frame of buckram or wire is made, and after some practice difficult designs are executed, departing, as taste may dictate, from the fundamental rules, and it is here that originality comes into play. Creative ability is encouraged and developed and, while a general course of work is pursued, pupils are advanced as rapidly as their individual ability permits.

The entire course embraces the practical foundations in millinery and is preparatory to copying and designing, the aim being to fit the pupil for intelligent, economical work at home.

Great interest was taken in the making of flowers, which served as trimming for many of the hats.



Though the crowded condition of the school necessitated the giving of lessons at the same time and in the same room to classes in millinery, sewing, and dressmaking, all work accomplished proved most satisfactory and gratifying to both pupils and instructors.

#### SHOPWORK.

During the present year classes in the shops were larger than in the past—even 50 per cent larger in the machine shop. To accommodate them it was necessary to run four hours a week outside of regular teaching time, thus making twenty-nine hours of teaching for each instructor. The work is made pleasant for them and more beneficial to the pupils by the great interest shown by the latter. Most of them report very promptly and work diligently up to the last minute of the hour. Visitors often observe that the exercise in hand receives the undivided attention of the boy. Many applications are made for machines during extra hours, but these can not be granted on account of the crowded condition of the shop. There is a tendency on the part of the boy to welcome the practical merely as a restful contrast to the class-room work. He often appears surprised that he is expected to think and disappointed because the teacher will not do his thinking for him. With this fault overcome the student derives the mental benefit intended, besides producing, by intelligent effort, a more liberal output of the material things that do much to encourage and satisfy.

The instructor in woodwork deserves special mention for the manner in which he handled more than 200 boys. The work of this shop demands the services of an assistant. After completing a liberal course in wrought iron the forge shop made a specialty of tools, which in number and workmanship were highly satisfactory. The machine shop followed the usual course in iron and steel. A speed lathe was about half completed. An attachment for grinding lathe centers was made and used with excellent results. The capacity of the latter shop should be increased by the installation of several lathes, another milling machine, a surface grinder, a water emery grinder, and a grindstone.

Discipline is to a school what weeding is to a garden. It makes room for legitimate growth and turns all the strength of the environments into desirable products. There is no place in which discipline is more necessary than in the shop, and there is no place in which there is more opportunity for disciplinary training. The thousand and one small things, such as tools and bits of metal, which if uncared for tend to put a shop into an untidy condition, can be used as a means to cultivate careful and methodical habits. They may be welcomed as a host of little opportunities. The natural tendency of the student is to drop a thing where he used it. His corrected tendency is to put each thing in its place, and he learns that the best time to do this is the present. Without a rigid accountability on the part of the student

the machines would be wrecked and the shop would have to go out of business. With strict rules in reference to the use of the equipment the boy will derive that benefit which comes from responsibility and he will not be so severely shocked when he comes into contact with actual conditions after school days are over. This has received some attention in the shop, and it will be still more thoroughly attended to during the coming year.

This is the end of the third year of our existence as a separate school and of the second in the new building. Conditions have become settled. Routine work has adjusted itself to the intended lines of operation. If there is any variation or departure from these lines it should be as the result of a thoroughly discovered need—need of the correction of error or the strengthening of weak points. It is timely for me to ask, Has this department accomplished its purpose? In many respects it has. The large amount of materials transformed from the rough into the finished articles gives evidence of a busy year. On the evening of the exhibit visitors expressed themselves as well pleased and fully satisfied with both the workman and his output. Certainly the material or visible side of the problem has been effectively solved.

It is the aim of this school to train both hand and mind, not separately, but cooperatively. In this department the danger lies in the tendency to one-sidedness in favor of the practical. There is evidence of a due amount of hand and the lack of mental effort to balance. The problem then is, how to arouse the mind of the student to thought which shall broaden his grasp of the work in hand and reveal to him relations instead of isolated details. A partial solution can be found in confronting the boy with problems wherever the practical operations will admit of their introduction. For example, instead of telling him how much to set the tailstock over in cutting a taper, allow him the advantage of computing it. Require him to figure the change gears in thread cutting.

Having a firm conviction that our present course should be supplemented by class-room work in this department I have formulated the instruction, as heretofore given in the shop, into a series of talks and quizzes for class-room use, as follows:

Machines; materials entering into; care of; principal parts, their relations and functions for lathe, planer, shaper, milling machine, drill press; tool and cutter grinder attachments.

Methods of practice: Chipping and filing; centering, drilling, and countersinking; producing inside and outside plane, cylindrical and conical surfaces on the lathe and grinder; cutting threads; planer, milling machine, and grinder; cutting flutes, straight, spiral.

Tools: For lathe and planer; hardening, annealing, and tempering; grinding; angles of rake and clearance; use of files and emery.



Measurements: Scales; calipers, spring, and micrometer; gauges, depth, standard diameter, drill, plate, and wire.

Motion: Relative, of tool and work; methods of reversing; quick returns.

Speeds: Of lathe and planer tools, emery wheels, cutters, and drills: angular and linear.

Friction: Materials; form and condition of surfaces; heat; lubrication.

Metallurgy: Cast iron, steel, brass, and copper.

Machine design: Strength of materials, tension, compression, shear and torsion; bolts and screws with V, United States standard, and square threads; form and length of wrenches; bearings; keys; gears, cycloidal and involute; worms.

I recommend that one hour a week be devoted to this class-room work and that this be definitely specified on the programme.

As indicated by the last report of the director of manual training, attempts have been made at correlation in this school. This should go farther. The relations between the work of the various departments should be so clearly demonstrated in the routine work of the pupil that in the various subjects pursued he will see parts of his course as parts of a unit. He will possess more permanently the knowledge of a mathematical truth that he has illustrated in the mechanical drawing room and has tested practically in the machine shop. The value of this was immediately recognized by members of the Mosely Commission, who examined Mr. Minnick's application of a geometrical principle to the arrangement of three pulleys in such a way that the amount of belting required to connect them should be a minimum. If, instead of imitating the instructor in centering a piece of round steel, the student understands that he is making use of the principle that the bisector of the angle of two tangents to a circle passes through the center of the circle, the simple process will have a meaning to him many degrees higher. He may not center the steel more accurately by considering why the result is true; but by so doing he will take a step in the formation of a habit, which carried on to greater things will enable him to see clearly through the eye of intelligence that which otherwise remains a mystery.

When his work is well started and can do without his attention for a time, he can think of the friction in the bearing of the lathe, remembering that it is governed by the same laws he has studied in the physical laboratory. When he handles a piece of metal he should have a kindly interest in it, because he has made its acquaintance in other departments of the school, in the physical and chemical laboratories and lecture rooms. By these and innumerable other examples it is shown that things learned in one department have application or are illustrated in other departments.



This is only a beginning. The practical development of correlation should be the current problem of the school. But how shall it be done? In reading the director's last report I find a tone that pleases and satisfies. He says:

The encouraging thing is that in this kind of school correlation between the different departments suggests itself, and it becomes at first merely a question of securing an attitude of mutual sympathy on the part of heads of departments. This comes as a natural development following an intelligent understanding by any one such head of the aim and scope of the work of the others.

Any head of a department has had in his university training a thorough course in nearly all of the subjects offered in this school. Several who have not had access to the practical side started a course of study in the forge shop during the past year. As far as is consistent with the school programme the shops would gladly receive all who desire to broaden their knowledge of manual-training topics. Having a sufficient grasp of these subjects to insure an intelligent understanding of their aim and scope in this school, it becomes necessary to secure a sympathetic cooperation of all teachers. Mutual benefit could be derived from frequent and plentiful discussion. Let correlation be the topic of the hour. Let the seed be sown in the soil of well-disciplined minds, cultivated with unceasing toil, and nourished in an atmosphere of mutual confidence and sympathy.

#### CADETS.

Military affairs were a conspicuous feature of both McKinley and Armstrong schools this year. In the former there were organized, for the first time, three companies. These formed a distinct battalion. More noteworthy than this, however, is the credit of successfully competing for the positions of colonel and lieutenant-colonel. George H. Huddleson and George L. Schultze were the only candidates from this school, and they received appointment to the respective positions. These boys were, respectively, captain and second lieutenant of Prize Company C of the previous year. In the Armstrong School two companies were organized at the opening of school, one more than heretofore; but toward the close of the year it was found advisable to consolidate them. By dint of hard work the confusion resulting was so far overcome that this company won the competitive drill of the year. It deserves particular praise for making such a record.

#### ATHLETICS.

I wish to urge in this more formal way what I have previously argued for, the provision of a suitable athletic field for the high and manual training schools, of a size commensurate with the needs of these schools, and with the best and most complete equipments obtainable, all to be under competent supervision. It is unnecessary to

repeat the arguments. It is patent to all that if athletics are to fulfill their proper mission adequate safeguards should be placed around them. This matter is hardly secondary in importance to that of gymnasiums for the individual schools; in fact, the entire subject is one which should not be considered other than as a unit.

#### ARMSTRONG SCHOOL.

I have referred to results reached by the Armstrong School. It has done its work under the same plan and general direction as the McKinley. There are, however, certain features which deserve special mention.

*Business department.*—The Board of Education offers the colored youth of the city ample opportunity for a commercial training through the business department of this school. The prescribed studies are the same as for the Business High School. The question of opportunity for the students of this department has been carefully considered and has led to special emphasis of the subjects of shorthand and typewriting. The wisdom of this modification is evidenced by the increased number of graduates finding employment which demands skill in these branches.

*Practical steam engineering.*—Numbers of the young men coming to us from the graded schools as special students elect work in practical steam engineering. Of the 8 who have received the certificate of the school all have successfully met the requirements of the local board of steam engineers, have been licensed to act as steam engineers, and now hold responsible positions as such at good salaries.

*Normal department.*—With a view to meeting the demand for teachers of cooking, sewing, and manual training a small class was formed, composed of graduates of the normal school, the M Street High School, and of Armstrong. Practice schools for this class have been available in the country schools of adjacent counties, our students doing the work on Saturdays, all expenses being paid by the parents and friends of the respective communities. Not the least of the benefits derived from this work was the spirit developed on the part of these young men and women to be of real "service" in the uplift of those of their race less fortunate than themselves.

The only colored applicant to pass the recent examination held by the Board of Education for the position of cooking teacher and whose work as a temporary teacher was considered highly satisfactory was trained in this class. Of the others, 2 are teachers of manual training at the State College, Dover, Del.; 1 teaches millinery at the Avery Trade School, Pittsburg, Pa.; 1 teaches cooking and sewing in the public schools of Raleigh, N. C.; another teaches sewing in the Mount Meigs School in southern Alabama; still another is teacher of sewing at Princess Anne Academy, Maryland; and another teaches cooking and sewing in the county industrial school at Elkton, Md.



The increasing demand in the southland for trained teachers of cooking, sewing, and manual training offers, and will continue to offer, a wide and remunerative field of earnest endeavor for those who catch the spirit of Armstrong to become factors in the uplift of the undeveloped, because neglected, masses.

## SALARIES.

In my report for 1902-3 I gave particular attention to the matter of salaries as one of increasing importance when the welfare of these schools is under consideration. I then said:

There are heads of departments in this school worth to it double their present salaries who are liable to leave it any day to accept elsewhere 50 per cent more than they are now receiving, and yet reasonable and regular increases with the prospect of that amount at the end of a term of years, not too long extended, would probably keep them here indefinitely.

In the loss of Mr. Forest Grant and Mr. John D. Minnick the most serious possibility in mind two years ago has become a fact. Here were two of the best men and most efficient teachers ever appointed to our schools. The organizer of this school discharged his responsibility to it when he secured such men; they were contented in Washington and in the service of the schools here; they would have remained for a less salary than offered them elsewhere; but they were responsible to their families for the future and they could not discredit themselves by continuing to offer their abilities in a poor market. Unhappily, the weakening of our schools in this manner year after year is not an imaginary thing. Where will the responsibility for the ultimate condition of the schools be placed?

The arguments advanced in these reports during the past eight or ten years in favor of better salaries for the grade teachers of manual training gain in force as the years pass.

I realize that the matter of salaries is one which belongs to no one department of our schools, and I do not dwell upon it as of more importance in this than in others except in so far as this is not only a new school, but a new kind of school in many respects, and as such it deserves well of us until it has passed the experimental stage, at least. If it is not given a fair trial the results will not be conclusive. I know of no school question to which the salary question should stand second.

## OBITUARY.

The McKinley School suffered another loss during the year in the death of Miss Frances Layton. She came into the school at its organization and had been one of its most enthusiastic and devoted servants. The spirit with which she approached her work lifted it above the commonplace.

Very respectfully,

J. A. CHAMBERLAIN,  
*Director.*

A. T. STUART, *Superintendent.*



## REPORT OF DIRECTOR OF COOKING.

DEAR SIR: I have the honor to submit the following statement concerning the domestic science work in the schools for the year ended June 30, 1904.

The number of teachers in the corps was increased by the appointment of 2 teachers to fill the positions made vacant by the promotion to the manual training schools of 2 of the teachers of cooking. There are now 2 teachers in the domestic science department in each manual training school, and 13 white teachers and 5 colored teachers of cooking in the graded schools. These with the director and assistant director give a total of 24 people engaged in the work.

After the schools were opened the increase in the enrollment in the sixth division was such as to make it impossible to accommodate all girls in the seventh and eighth grades in the one kitchen located in that section, so a new one was opened at the Taylor School, and Miss Cross, who had been promoted to the McKinley, was assigned to teach the five extra classes which were formed. There were some very large classes at the Northeast Industrial School in spite of this. There were some very large classes at the Stevens School also, although nearly all pupils repeating the grade work were excluded from the classes in the cooking school. When pupils have to repeat the work of a grade it is because they have been absent from school or are very slow workers. When absent from school they often miss the lessons in the cooking school as well as the other lessons, and when too slow to get the full benefit from the regular grade work they are often equally slow in the cooking school, hence they should repeat the year's work there as well as the regular work. To accommodate such pupils, as well as the natural increase in the enrollment of the tenth division, we must have a new school somewhere in that division.

During the year the school kitchen was moved from the Seaton building to 212 H street NW., which building had been rented and fitted for this work. As a shop and a cutting school are in the same building, visitors will be able to see a great deal of our manual work in a short time. There are five such places in the city—at 730 Twenty-fourth street NW., Thirty-second and S streets NW., Eighth and I streets NE., and 609 and 624 O street NW. Next year one more will be opened at Seventh and G streets SE.

## GRADE KITCHENS.

The plan of work for the grades was the same as that followed in previous years, which I have from time to time outlined in my reports. The few changes which were made were slight and unimportant ones.

The purpose of the work was to foster in the children an interest in the problem of feeding people correctly. In the seventh grade the commercial side—that is, all questions relating to the cost and the production of the materials used—was emphasized, while in the eighth grade stress was laid on the comparative nutritive value of the materials. In both grades quick, neat, correct workmanship was required, and clear, concise statements used in writing the recipes. Home work was encouraged but not required.

## MANUAL TRAINING SCHOOLS.

Much time and thought were given to planning the domestic science course in the manual training schools. The pupils of the first year determined by means of simple experiments the general composition of the food materials which they used, and by means of other experiments the general principles for cooking these materials to preserve the full amount of nutrient material contained in them. They then learned to cook many dishes. Wherever practicable each girl worked alone, having her own stove, utensils, and material. Each girl kept a record of the experiments made, with the results and deductions from the same for reference. All housework connected with the kitchen, such as the care of provisions, dressers, sinks, stoves, and earthen, metal, and wooden ware, was taught during this year.

In the second year, after a general review of the composition of food materials and the principles for cooking the same, the pupils classified the materials according to their nutritive value, after which they studied the general principles governing the combinations of food materials. They also made lists of the various food products found in the market at different seasons of the year and the prices of the same, after which they made out menus for the different meals for each season and for given sums of money. The pupils were taken to market and shown how to select and purchase material. Then after they had learned to set the table and serve the meal they purchased, prepared, and served a meal. Several of such lessons were given that the girls might gain experience to enable them to do this work at home. All housework connected with the dining room, such as the care of silver, china, glass, and polished woods, was also taught.

The third-year pupils learned to preserve the fruits and vegetables in different ways, and to prepare clothing for the laundry and to launder it. One of the many interesting sights in the domestic science laboratory was a class of girls having a lesson in practical laundry



work. Some were rubbing, others rinsing, some were starching, and others ironing shirtwaists and aprons. The work of this class for the previous years had been quite irregular. The crowded condition and inadequate equipment at the O street room, which was occupied until January, 1903, made it impossible to carry out the course as planned. Holidays, bad weather, and accidents combined to diminish the number of lessons assigned for this class during all three years, so instead of giving the work as planned for the third year those subjects belonging to the first and second years which had been omitted were given, and the remainder of the third-year course as planned was left for their fourth year's work.

A few lessons in general physiology and hygiene were given to the fourth-year students, after which they learned to strip and make a bed for ordinary use, then for a sick person, after which to change the bedding and to remake the bed with some one in it. They also learned to take and to record the temperature, pulse, and respiration; to put on some of the simple bandages, and what to do and not to do in some of the common emergencies before the arrival of the physician. Several lessons were devoted to discussing the ideal home, where and how it should be located, built, furnished, and kept. They also studied some of the molds, yeasts, and bacteria with which the housekeeper has to deal. In addition to this they had a few lessons in preserving food. They also gave a dinner.

The aim of this work is to prepare the girls to be businesslike home makers. We want them to realize that this work in the home requires a high grade of intelligence; to esteem and pay the worker accordingly, and when the opportunity is offered to use this knowledge to earn a livelihood—to accept it readily with the feeling that it is honorable work.

For those students enrolled for the two-year course the work was of necessity different from that which I have outlined. As these students have two lessons a week instead of one, the first-year pupils were able to complete the course outlined for the first year of the four-year course and the lessons in laundering clothes. The second-year pupils completed the course outlined for the second year of the four-year course. They also learned to preserve food materials, to launder clothes, and to make a bed and care for a sick mother or sister.

While the varied work of this department has to be given in a single room, which is wholly unsuitable for some branches of it, the best results can not be obtained by either teacher or pupil, so extra room is urgently asked for.

#### NIGHT SCHOOLS.

Although not a member of the night school faculty, I planned all work for the teachers of cooking in the night schools, and from the



reports given by them know that the work was both popular and profitable. I believe the work at the Armstrong would have been much better if it had been given in one of the grade kitchens. The room at the Armstrong is equipped as a laboratory for individual work, and the outfit is both too extensive and too expensive to be used by people who know as little and are as careless as were those who attended the classes there. I believe the untrained people will receive greater benefit from the group or class work than from the individual work. The group work can not be given successfully in the present quarters at the Armstrong. If this department of the manual training schools is to be opened to students of the night school, only those who give satisfactory evidence of ability to take the advanced work should be admitted. All elementary work should be given in the grade kitchens.

Before giving the usual statistical report, I wish to acknowledge the cordial sympathy and support given me by the teachers engaged in this work, the supervising principals, and by yourself.

Very respectfully,

EMMA SUTER JACOBS, *Director.*

Mr. A. T. STUART, *Superintendent of Schools.*

#### FIRST NINE DIVISIONS.

Name of teacher.	Where teaching.	Pupils received from—	Number and kind of classes.	Number of pupils.	Amount for provisions.
L. Johnson .....	Dennison School ..	Dennison, Morgan, Adams, Harrison, Phelps, and Chevy Chase schools.	7 seventh and 7 eighth grades.	173	\$69.82
E. W. Saxton .....	Berret School ....	Berret and Force schools.	5 seventh and 4 eighth grades.	142	40.92
Do.....	Ninth and K streets SE.	Tyler and Buchanan schools.	3 seventh, 2 eighth, 1 second-year eighth grade.	93	29.86
K. H. Filoon .....	Johnson Annex ..	Johnson, Hubbard, and Monroe schools.	4 seventh and 4 eighth grades.	103	68.71
Do.....	Van Buren Annex.	Van Buren, Van Buren Annex, and Good Hope schools.	3 seventh and 2 eighth grades.	78	
M. J. Merillat .....	Thomson School..	Thomson, Franklin, and Webster schools.	6 seventh and 6 eighth grades.	166	59.13
Do.....	Tenley School....	Tenley School.....	1 seventh and 1 eighth grade.	23	12.49
M. A. Burns.....	609 O street NW ..	Abbot, Henry, Morse, Polk, Twining, and Phelps schools.	6 seventh, 5 eighth, and 3 second-year eighth grades.	214	61.25
J. P. Wilkinson.....	212 H street NW ..	Arthur, Blake, Gales, Langdon, Seaton, and Twining schools.	8 seventh, 4 eighth, and 2 second-year eighth grades.	200	49.03
F. B. Espey.....	646 Massachusetts avenue NE.	Peabody, Carbery, Maury, Hilton, and Edmonds schools.	8 seventh, 5 eighth, and 1 second-year eighth grade.	231	69.78
F. Jenkins.....	Wallach School ..	Wallach, Towers, Brent, Lenox, and Dent schools.	8 seventh and 6 eighth grades.	203	59.42
M. E. Davis .....	Jefferson School..	Jefferson, Bradley, S. J. Bowen, and Smallwood schools.	9 seventh and 6 eighth grades.	232	55.15

## FIRST NINE DIVISIONS—Continued.

Name of teacher.	Where teaching.	Pupils received from—	Number and kind of classes.	Number of pupils.	Amount for provisions.
A. M. McDaniel .....	High street.....	Curtis, Fillmore, Jackson, Corcoran, Addison, and Reservoir schools.	8 seventh and 7 eighth grades.	222	\$35.25
K. D. Jones.....	730 Twenty-fourth street NW.	Weightman, Grant, Toner, and Corcoran schools.	4 seventh and 5 eighth grades.	203	66.39
Do.....	Brightwood School.	Brightwood, Takoma, and Petworth Schools.	2 seventh and 1 eighth grade.		
Do.....	Brookland School.	Brookland School.	1 seventh and 1 eighth grade.		
N. I. Riggles .....	Eighth and I streets NE.	Taylor, Blair, Webb, Madison, Wheatley, and Hamilton schools.	7 seventh, 7 eighth, and 1 second-year eighth grade.	246	61.73
E. W. Cross.....	Taylor Schoola....	Taylor and Hayes schools.	2 seventh, 1 eighth, and 2 second-year eighth grades.	61	22.52
N. B. Rutherford.....	Emery School ....	Emery, Eckington, and Morse schools.	5 seventh and 3 eighth grades.	133	43.09
Do.....	Benning School ..	Benning School.	1 seventh and 1 eighth grade.		
Do.....	Congress Heights School.	Congress Heights School.	1 seventh and 1 eighth grade.		

## TENTH, ELEVENTH, AND TWELFTH DIVISIONS.

J. T. Freeman .....	Stevens School ...	Stevens, Sumner, Briggs, Wormley, and Montgomery schools.	10 seventh and 5 eighth grades.	244	\$75.28
A. M. Wilder .....	J. F. Cook School.	J. F. Cook, Banneker, Jones, Slater, Langston, and Garrison schools.	6 seventh, 3 eighth, and 2 second-year eighth grades.	188	59.81
Do.....	Bruce School .....	Bruce and Wilson schools.	2 seventh and 1 eighth grades.		
Ella Freeman .....	Garnet School ....	Garnet, Garrison, Mott, Patterson, and Grant Road schools.	8 seventh and 6 eighth grades.	200	57.67
H. Johnson.....	Lincoln School...	Lincoln, Lovejoy, Bell, Giddings, Logan, and Ivy City schools.	7 seventh and 6 eighth grades.	185	57.88
B. E. Miller.....	Randall School...	Randall School....	2 seventh and 2 eighth grades.	108	39.33
Do.....	Hillsdale School	Birney and Garfield schools.	3 seventh and 2 eighth grades.		
Do.....	Benning Road School.	Benning Road School.	1 eighth grade....		

## MANUAL TRAINING SCHOOLS.

School.	Name of teacher.	Amount used for provisions.
McKinley .....	M. White and E. W. Cross .....	\$81.74
Armstrong <sup>b</sup> .....	J. McAdoo and L. Parker.....	130.86

## NIGHT SCHOOLS.

Greenleaf .....	M. A. Burns .....	\$10.67
Randall .....	Eva Smith .....	16.53
Stevens.....	H. Johnson.....	20.24
Armstrong .....	J. W. Shaw .....	27.56

<sup>a</sup> Taught at the McKinley Manual Training School also.

<sup>b</sup> Alice Pinyon was granted leave of absence from April 1, 1904.

## REPORT OF DIRECTOR OF SEWING.

DEAR SIR: I respectfully submit the following report of the work of the sewing schools for the year 1903-4:

The number of pupils given instruction in sewing in the graded schools was 10,892, divided as follows: Plain sewing, 6,026 white and 2,637 colored; cutting and fitting, 1,645 white and 584 colored.

Exclusive of the director and assistant director, the sewing corps numbered 28—19 white and 9 colored teachers—with six teachers in the manual training schools—3 at the McKinley and 3 at the Armstrong School.

Several changes were made at the beginning and during the school year: E. M. Colhoun was transferred July 1, 1903, from teacher of cutting and fitting in the graded schools to the McKinley School and Martha G. Gregory appointed to fill the vacancy.

From an examination of 42 applicants held in September 8 eligibles were obtained—4 white and 4 colored. Of this number, 1, Lora White, was appointed as teacher in September.

The resignation in December of Hannah Draney from the domestic art department at the McKinley School created a vacancy which was filled by the promotion of Amelia Dalton, teacher of cutting and fitting, her place being filled by the appointment of Josephine White. Of the colored force, Jessie R. Freeman resigned December 30, and Sara A. Goines June 30, their places being filled, respectively, by Augusta Savoy and Lillian Williamson. July 1 Genevieve Campbell was transferred from teacher of sewing in the graded schools to the Armstrong School and the vacancy thus made filled by the appointment of Ella Brown.

### TEACHERS' MEETINGS.

Each month the usual teachers' meetings have been held to compare results and consult for improvements. The work of the past month is discussed and the outline of work for the month following presented. It is impressed upon the teachers that the object before them should be to educate their pupils to work intelligently with the needle and to develop all the faculties which this line of work would naturally call into practice, and that the work should above all be made interesting.



## • EXTENSION OF THE WORK.

At the beginning of the school year a sewing room was fitted up at Congress Heights for the convenience of pupils in that locality. With the completion of the new industrial building at 212 H street NW. the sixth-grade pupils from Seaton, Webster, Gales, Blake, Arthur, Langdon, and Peabody schools and from 607 O street NW. were transferred to said building. It is the intention to have such an equipment the coming school year at Tenley, as the sixth-grade pupils in that locality have been unable to have the advantage of this work previously on account of the distance from such a school. We now have 20 rooms equipped for sixth-grade sewing—15 for white schools and 5 for the colored schools—of which number 5 are used jointly with the cooking classes.

## GRADE WORK.

In the grades, as has been the custom, the first few weeks of the year are devoted to the preparation of materials, drills, and review of the work of the previous year.

Then, as soon as possible, theory is joined to practice in the making of miniature garments, which have the twofold advantage of interesting the pupils and being suited to the time allotted the sewing work. Then, too, they illustrate just as surely as larger ones the different stitches and seams learned. Special attention is given to buttonhole making, patching, and darning, the pupils being encouraged to do such work at home. The year's results show decided improvement.

## MANUAL TRAINING SCHOOLS.

The work in domestic art in the manual training schools is becoming more and more valuable as it enters into collaboration with other branches of study there. The selection and adaptation of color and quality in fabrics, as well as the making of designs, develops the artistic eye and gives practice to the hand in the same way, but in a lesser degree than does the regular art work. Papers are written on the subjects in hand, and so the pupil's creative faculties are quickened, and her training in the English courses is brought into play. All these things broaden the pupil and prevent her thinking that the sewing is a secondary consideration and far removed from her more classical pursuits.

We have found it very necessary at the beginning of the course to review much of the work of the graded schools for two reasons: Many of the pupils come from other than our public schools and so are lacking in previous training, and even those who have come up from the grades have had a break of two years in their instruction and a consequent opportunity to forget much that they have learned.

The primary object is to equip the girls for useful service in the home, or in broader fields of work if it is necessary. In accordance with this idea it is deemed expedient to encourage, so far as possible, practice out of school. This is not difficult, for if properly taught the pupils learn thoroughly how to do those things they are attempting, and as a general rule they like to do what they understand and can do well. They enjoy exercising any newly acquired power.

The work in these schools is encouraging, the interest shown by pupils and teachers alike being an important factor. We find that the best results are obtained by beginning in the first year with review and working through the development of the subject. Instruction in the care and use of the different machines and the drafting, cutting, and making of undergarments complete the first year's work. The special feature of the second year is shirt-waist making, which leads to the designing and constructing of simple unlined dresses. During the third and fourth years the more involved forms of dressmaking are undertaken, and lined waists and dresses are the result. This leads logically to the construction of cloth suits and other tailored work.

The millinery work has been an important feature of the course. It interests the pupils and affords an opportunity for their learning an art invaluable to them in whatever walk of life they may be placed.

The yearly exhibits of the work of the manual training schools have met with much enthusiasm by all concerned. They show to those of the parents who are interested and to educators in other fields how much is being done in this line. The exhibits so far have elicited from all astonishment as to the results achieved and very gratifying commendation.

In closing this report I wish to express my grateful acknowledgement of the cooperation and support tendered me by yourself, the members of the Board of Education, and all my associates in the work.

The regular statistical statement is appended.

Very respectfully,

MARGARET WATSON CATE, *Director.*

Mr. A. T. STUART, *Superintendent of Schools.*

Plain sewing.

FIRST NINE DIVISIONS.

Name of teacher.	Where teaching.	Number of classes.	Number of pupils.
S. C. Bartholow <sup>a</sup> .....	Brightwood and Brookland schools.....	4	100
G. Cassin <sup>a</sup> .....	Grant school.....	2	31
M. E. Conboye.....	Twining, Abbot, Madison, Taylor, Blair, Peabody, and Hilton Schools.....	24	519
Kate Graham.....	Jefferson, Amidon, Smallwood, S. J. Bowen, Greenleaf, Potomac, and Bradley schools.....	24	568
M. G. Gregory.....	Towers, Wallach, Carbery, Edmonds, Benning, Kenilworth, Reservoir, and Conduit Road schools.....	21	401
M. C. Henry.....	Adams, Force, Berret, Dennison, Harrison, and Seaton schools.....	21	465
C. Dodson.....	Weightman, Grant, Toner, Thomson, Webb, Pierce, and Jefferson schools.....	24	512
M. E. Littell.....	Buchanan, Cranch, Tyler, Manry, Webster, and Edmonds schools.....	23	559
A. S. Medford.....	Henry, Dent, McCormick, Lenox, Van Buren, Congress Heights, and Orr schools.....	24	594
S. A. Williamson.....	Gales, Blake, Langdon, Franklin, Petworth, Takoma, Abbot, and Morse schools.....	21	565
C. L. Stanton.....	Jackson, Fillmore, Curtis, Addison, Threlkeld, Corcoran, and Tenleytown schools.....	24	569
L. White.....	Emery, Eckington, Brookland, Arthur, Woodburn, Hayes, Blair, Wheatley, and Hamilton schools.....	24	587
J. White.....	Brent, Good Hope, Phelps, Henry, Morgan, Chevy-Chase, Johnson, Hubbard, and Monroe schools.....	25	523
A. M. Wells <sup>a</sup> .....	Polk School.....	2	31
Total number of classes.....		266	
Total number of pupils.....			6,026

<sup>a</sup>Teachers of cutting and fitting.

TENTH, ELEVENTH, AND TWELFTH DIVISIONS.

Name of teacher.	Where teaching.	Number of classes.	Number of pupils.
M. G. Lewis.....	Miner School.....	1	20
A. Alexander.....	Garrison, Garnet, Patterson, Phillips, Lincoln, and A. Bowen schools.....	23	524
G. B. Campbell.....	Syphax, Randall, Birney, Stevens, and Montgomery schools.....	24	457
E. M. Dean.....	Sumner, Magruder, Stevens, Wormley, Bruce, Briggs, and Little Falls Road schools.....	20	410
C. A. Harris.....	Benning, Burrville, Garfield, Giddings, Ivy City, Logan, and Bell schools.....	22	269
A. D. Jones.....	Cook, Jones, Simmons, Payne, Ambush, Wilson, and Reno schools.....	26	475
A. W. Savoy.....	Slater, Langston, Banneker, Douglas, Simmons, Military Road, Mott, and Lovejoy schools.....	21	482
Total number of classes.....		137	
Total number of pupils.....			2,637

Cutting and fitting classes.

FIRST NINE DIVISIONS.

Name of teacher.	Location.	Pupils received from—	Number of classes.	Number of pupils.
E. R. Thornton.....	Wallach School.....	Wallach, Towers, Brent, Dent, Lenox, Buchanan, Cranch, and Tyler schools.....	11	220
C. White.....	Dennison School.....	Dennison, Harrison, Phelps, Adams, Berret, Force, Thomson, and Franklin schools.....	13	230
R. E. Wilson.....	Eighth and I streets NE.	Blair, Taylor, Madison, Pierce, Webb, Wheatley, Hayes, Hamilton, Benning, and Kenilworth schools.....	11	170
A. M. Wells.....	607 O street NW.....	Henry, Polk, Morse, Twining, and Abbot schools.....	8	109
Do.....	212 H street NW.....	Seaton, Webster, and Langdon schools.....	5	70



*Cutting and fitting classes—Continued.*

## FIRST NINE DIVISIONS—Continued.

Name of teacher.	Location.	Pupils received from—	Number of classes.	Number of pupils.
S. M. Davidson.....	Peabody School .....	Peabody, Hilton, Maury, and Carbery schools.	9	159
Do.....	212 H street NW .....	Gales, Blake, and Arthur schools.	6	76
A. L. Norris.....	494 Maryland avenue SW.	Jefferson, Amidon, Smallwood, Greenleaf, S. J. Bowen, and Bradley schools.	11	204
Do.....	Johnson Annex .....	Johnson, Hubbard, and Monroe schools.	3	59
G. Cassin.....	Thirty-second and S streets NW.	Fillmore, Jackson, Addison, Curtis, and Corcoran schools.	7	85
Do.....	730 Twenty-fourth street NW.	Grant, Toner, and Weightman schools.	6	74
S. C. Bartholow.....	Emery School .....	Emery and Eckington schools.	4	64
Do.....	Brookland School .....	Brookland School.	2	22
Do.....	Brightwood School.....	Brightwood, Petworth, and Takoma schools.	2	26
Do.....	Van Buren Annex.....	Van Buren Annex, Good Hope, and Orr schools.	4	63
Do.....	Congress Heights School.	Congress Heights School.....	1	14

Total number of classes..... 109  
Total number of pupils..... 1,645

## TENTH, ELEVENTH, AND TWELFTH DIVISIONS.

Name of teacher.	Location.	Pupils received from—	Number of classes.	Number of pupils.
M. G. Lewis.....	Stevens School .....	Sumner, Magruder, Stevens, Briggs, Wormley, Phillips, and Montgomery schools.	14	171
S. A. Goines.....	Bruce School.....	Reno, Mott, Military Road, Wilson, and Bruce schools.	5	56
Do.....	Langston School .....	Banneker, Garnet, Slater, Cook, Garrison, Jones, and Patterson schools.	9	170
M. E. Griffin .....	Lincoln School.....	Lincoln, Logan, Lovejoy, Bell, Giddings, Ambush, Randall, and A. Bowen schools.	11	154
Do.....	Hillsdale School.....	Birney and Garfield schools .....	3	33

Total number of classes..... 42  
Total number of pupils..... 584

## REPORT OF DIRECTOR OF PHYSICAL TRAINING.

SIR: In order that there may be no undoing of what systematic physical exercise in school accomplishes toward maintaining the good physique of the children, certain school conditions, unhygienic at best, must be made as favorable as possible. One great cause of assuming unhygienic positions in school is the ill-fitting seat and desk. If the desk is too high, the right shoulder will be elevated in writing; if too low, there follows a rounding of the back to reach the surface of the desk. A seat too high, causing the legs to dangle, impedes the circulation, impairs mental power, wearies from lack of support, and encourages the habit of sliding down in the seat or sitting upon one leg. A seat too low, crowding the knees under the desk, is generally associated with a desk too small, causing a cramped uncomfortable position, arresting growth and development. Should the seat and desk be placed too far apart from each other, the pupil is obliged either to lean too far over or slide forward. This latter habit changes the support of the trunk from the broad base formed by the thigh to that of the end of the spine, which, not being sufficient, causes the pupil to finally relax the muscles of the back to relieve the strain.

For a perfect adaptation of desk and seat to the child, the seat should be the height of the leg from the floor to the under side of the thigh when bent at right angle and of such depth as to support two-thirds of the thigh. The support of the back should come below the shoulder blades and extend down to the hips. The height of the desk should be such that with forearm in position for writing the shoulders will not be raised nor bent forward. Theoretically the seat should be placed one or more inches under the front edge of the desk to avoid much leaning over, but in order to give easy space for writing and sitting and the activities at the desk a satisfactory compromise has been made in our schools whereby the front edge of the desk is directly above the front edge of the seat.

### ADJUSTABLE SEATS AND DESKS.

The ideal adjustable seat and desk has not yet been invented. Those with which our schools are supplied are the best in the market and answer the requirement as to adjustment to height. The chair back calls for improvement in shape, height, and adjustment which we have not yet been able to get.

The Boston schoolhouse department appointed a committee to attack the problem of the back support with the result that after months of experimenting as to the requirements of the back, as well as the mechanism for supporting it, the school authorities now manufacture a back rest which supports the lower back, stops below the shoulder blade, steadies the pelvis in writing, is concave from side to side, and capable of easy adjustment for individual height.

In certain schools the adjustable furniture has failed of its purpose, due greatly to the fact that the appropriate measuring rod as planned by the manufacturer was not furnished the teacher. To attempt without such a rod an individual adjustment in an average class of forty or more pupils is quite a task, requiring the presence of the pupil, the teacher, and the janitor, and necessitating the taking of considerable school time, so much so that I think the work has been frequently neglected. I would encourage the simpler method of measurement by the apparatus which should be furnished with each set of desks. This consists of an upright rod and horizontal bar used for measuring height, having certain numbers marked on it corresponding with numbers on the seat and desk. The pupil stands under the horizontal bar, which is lowered to the number representing his height. This being noted, the seat and desk are adjusted to the corresponding number, and in almost every case found to be a perfect fit. With this rod I have measured many hundreds of pupils for the purpose of adjusting the seats and desks, and have been surprised at the small number which it has been necessary to change and make an individual adjustment. The few cases were those in which there was an abnormal proportion of length of leg to trunk. This method of measuring has been used most satisfactorily in the schools of Boston, and it has been estimated that the amount of error in number of children seated would be less than 15 per cent.

If the following plan for measuring and adjusting be adopted less than fifteen minutes of school time need be taken, and this preferably at the end of a school day: Each pupil, after being measured, writes upon a piece of paper the number to which it is desired that the seat and desk be adjusted. This paper is left upon the desk for the janitor, who adjusts the furniture after school hours at his own convenience. In this manner, by having one pupil after another run up under the rod, I have been able to measure an entire class in seven minutes. The child who shows unusual proportions can remain after school for his special individual adjustment.

#### VERTICAL PENMANSHIP.

Much of the spinal deformities and nearness of vision undoubtedly grow out of constantly assuming atrocious positions during the writ-



ing period. The position taught in connection with vertical penmanship, being that of the body square to the front and erect, aims to correct this evil and is a great improvement on the old Spencerian system in which the pupils turned to the side, thereby twisting the spine. To assist the teacher in securing this position for writing the physical-training teacher gave in every grade below the seventh a writing exercise in which the proper position was held, and a drill upon taking this position. In addition a brief talk was given upon the importance of forming the habit of always holding this position while writing. In the writing lesson the directions given in the copy books used in the schools were followed.

We found that some teachers had encouraged the children to move forward in the seat, making quite a distance between the thigh and the back of the chair. Such a position changes the support of the body so that in writing it is borne upon a small part of the thigh, a strained position which it is impossible to hold for any length of time without tiring and causing the back to relax. In writing the trunk should be entirely supported by the thighs, with no weight upon the arms, thus leaving them free for any excursion in writing.

Thinking that the misconception of the proper writing position may have arisen from inadequate directions in the copy book, I communicated with the author, who has decided to recast the directions so as to read: "The best position is that which places the body nearly erect and directly facing the desk, leaning slightly forward without rounding the back or touching the desk."

The directors of sewing and drawing are using their influence in the matter of keeping healthful positions in their respective lines of work. If it is possible to keep the chest up during the activities of writing, drawing, and sewing, I believe we would have little of spinal curvature to fear.

The custom in a few schools of placing geographies in the back of the seat I believe to be a bad one, in that there is not space for the hips to get well back in the seat, encouraging a sliding forward. Wherever this has been found we have made mention of it to the teacher, who has acquiesced in the matter.

#### RECESS PLAYS AND GAMES.

Hoping to help the pupils to make the most of the restricted facilities for play in the ordinary school yard, the special teacher made a visit to the playground during recess, observed the children in their play, and suggested as to where certain games could be played without interfering with others. This was done after a talk on play in each schoolroom, suggesting games suitable to the season and age of the children, hoping thereby to arouse interest and enthusiasm for play at recess.

Through the supervising principal each principal of a building received a list of materials desirable for play, suggestive of what could be obtained without much effort or expense, the means for obtaining these being left to the judgment of the teacher. The list included such things as a sand pile, ropes, hoops, bean bags, seesaw, hollow rubber balls, bean board, ringtoss, large ball, quoits, standard for jumping, and tenpins.

#### LECTURES.

The physical training teachers were favored by being invited to attend the course of twelve lectures on hygiene and sanitation offered by Columbian University to ten teachers in the city. For those of us interested in all lines of study bearing indirectly on our special work this was a rare opportunity to hear the subjects discussed by men of national repute, who have made original investigations and a life study of each subject lectured upon. Notes were taken and an abstract of each lecture handed in at the end of the course, together with a typewritten thesis upon one of the subjects. Those who completed the required work received a certificate to that effect from the college.

#### NEED OF ANOTHER TEACHER.

It is highly desirable that the special teacher be able to visit her schools with regularity once a month. If another teacher were appointed, this would be made possible. As it is now the interval between visits drifts into five weeks, and sometimes six weeks if the teacher is delayed. The great necessity arises from the fact that the class depends upon the special teacher to present a new set of exercises to take the place of those given in the previous lesson. In each lesson it is impossible to take more time than that necessary to give exercises sufficient to keep the class busy for a month. It is only natural that after having spent four weeks on a set of exercises both teacher and pupils are anxious for new ones.

School gymnastics in themselves are not interesting. It requires all the enthusiasm, resourcefulness, ingenuity in making exercises attractive, teaching power, personality, and inspiration of the special teacher to give heart and spirit to the work, which can only be expected from one who devotes her entire time to the study of this problem of lifting gymnastics out of the dead level of monotony into which it is likely to drift. The desire for something new, something different must be granted, or we fail in the first principle of pedagogy, which is to arouse interest.

For eight years there has been a steady increase in the number of schools in the District of Columbia, during which time there has been no corresponding increase in the number of physical training teachers



to carry on the work. This means that the burden has fallen heavily on a few teachers, who, in their desire not to let the schools suffer, are undertaking more than ought to be required of them. What it means in physical and nervous wear and tear to teach seven, and frequently eight, of our lessons in one day, only one who has observed the instruction of the special gymnastic teacher and the tremendous amount of effort expended can appreciate. To secure a monthly visit to each class, to keep the work up to the high standard which it has held in the past, and to lighten the labor of the present corps, I urge that another teacher be appointed. This would make the corps equal in number to that of the drawing department, teaching the same number of classes, and would be one less than in the music department.

#### SALARIES.

Each teacher of physical training received from the director of physical training in the schools of New York a letter calling attention to the opportunities for useful service in the schools of that city and offering certain inducements. The letter showed that the salaries of physical training teachers ranged from \$900 to \$2,400 in positions below that of the director, and the following statement was made:

Teachers will be needed in the immediate future for both elementary and high school positions. For those who do satisfactory work these positions are practically for life. There is also a pension after thirty years' service. We shall be happy to have you come to this examination should you desire to undertake the work.

There would be no difficulty for the more experienced special teachers to qualify for some of these positions, which would be an inducement were our teachers not bound to Washington by the ties of family and social life.

The salaries now received by the physical training teachers are not what they should be when we consider the high order of work demanded of them, consisting greatly of the training of teachers, which is true supervising work. Some of these teachers have spent hundreds of dollars to secure the best training in this special line of work. Three of them are graduates of special schools of physical training, which necessitated the expense of two years' study in the city of Boston. Others have attended summer schools and are constantly spending money, time, and effort to keep in touch with the best thought and advanced methods. Their teaching power is openly acknowledged by both teachers and officers.

We have in the case of these physical training teachers the conditions upon which the highest salaries are paid in every line of endeavor. These are, respectively, responsibility for the work of others, time and money spent in training, hard work, skill in the doing, and success in



the effort. For these reasons, I commend to your consideration a definite per cent of increase for each teacher, in keeping with the spirit of the schedule as presented by the Washington Teachers' Association.

COLORED SCHOOLS.

I would have it understood that what has been written in this report, with the exception of the lecture course, pertains to the colored as well as the white schools. These schools have received with regularity my personal direction, in which I have been ably assisted by the assistant director, Miss Anita Turner.

Respectfully submitted.

REBECCA STONEROAD, M. D.,

*Director.*

Mr. A. T. STUART,

*Superintendent of Schools.*

## REPORT OF DIRECTOR OF KINDERGARTENS.

SIR: The increase in the appropriation for kindergarten instruction for the year 1903-4, although less than the sum asked for, enabled us to open four new kindergartens and to give the small increase of \$25 per annum to both principals and assistants. Of the four new kindergartens opened, two were in the white schools and two in the colored schools. One of the white kindergartens was opened in the extreme northwest, in the Jackson School, Georgetown, and the other in the extreme northeast in the settlement known as "Trinidad." The latter is in the fine new school building, the Wheatley, and the kindergarten room is one of the brightest and most attractive in the city, having ten large sunny windows. The two new kindergartens for colored children were both located in new buildings, one in the southwest at the Syphax school, and the other on P street, near North Capitol, in the Langston School. Both of these kindergartens have demonstrated the wisdom shown in opening schools in these two sections of the city, for they have not only had their full quota of children, but the parents in both neighborhoods have voluntarily testified to the help which the kindergarten has been in the home.

Although the value of a kindergarten to a community may rest primarily upon the fact that children are taken at the most impressionable age and placed where healthy centers of feeling and thought may be awakened, the reaction of the kindergarten upon the home itself is of no less value. Kindergarten methods, with their underlying philosophy, have a message for the home as well as the school. A kindergartener to whom this truth is vital, who really feels that on the one hand she has somewhat to offer and that on the other she needs cooperation with the home that her own work in behalf of the children may be done with deeper understanding of individual needs, can not confine her interest to the four walls of the schoolroom and to the three hours of daily service required.

In order that methods of development and of discipline may be carried over from the kindergarten to the home, and that the kindergartener may learn somewhat of the heredity and environment of each child under her care, mothers' meetings have become a recognized part of a kindergartener's work. These meetings were held during the past year in at least two-thirds of the kindergartens in the city.

For the most part the principal of a kindergarten conducted the meeting in her respective school. Informal talks were given on kindergarten methods, its discipline and work, and the relation which different exercises, meaningless at first to the parents, bore to mental and moral as well as to physical growth and development.

In one of the suburbs of the city the parents, fathers as well as mothers, became so interested that they requested an evening meeting, that those who were occupied during the day might attend. The mothers also requested permission of the kindergartner in charge to be present through an entire morning, to play the games, learn the songs, and do the work with the children. The kindergartner, who felt the uplift of such enthusiasm in the home, was delighted to have a morning for mothers. The children themselves, with "their purity, their innocence, and their irresistible claims," became teachers. The work of the school is lessened by half when such interest emanates from the home, for what child fails to respond under the stimulus of work shared, play understood, by an earnest, wise, and loving mother?

When each one of our kindergartners becomes alive to the great opportunity which lies before the kindergarten in its relation to the home, the ideal of nurture embodied in the family will be better understood, interpreted, and applied. In addition to the meetings for parents, presided over by the kindergartner, one meeting was held in every kindergarten at which a physician, appointed by the board of trade, spoke on subjects of "Hygiene," "Diet," "Care of the body," etc. On several of these occasions the first and second grade teachers combined with the kindergartner that a wider circle of parents might be reached.

Regular meetings for the teachers in the kindergarten department were held by the director throughout the school year. The programme class for white teachers was held at the Franklin School and for the colored teachers at the Magruder School. A class for post-graduate study of Froebel's Mother Play was also conducted through the entire year, that the underlying philosophy of this great and unique book of child life might be more consciously comprehended and thus applied with clearer insight.

If education be "the communication of life to the living by the living," as some one has defined it, it becomes the imperative duty of every teacher to devote a part of her time each year to self-development that she may remain alive, may become a life-giving center, and not degenerate into a daily "Gradgrind," which may present machine accuracy, but can never develop active, self-creating human beings. To quote from one who was herself a successful kindergartner, "We are radiating from Monday to Friday. Do we absorb enough to be equal to it? Our work is exacting. It demands a constant accession of power, ingenuity in ways and means, and originality in methods of



thought." That our kindergartners may keep abreast of these demands, a study class is maintained each year, presenting lines of thought which bear directly on our work or indirectly by cultivating "greater breadth and strength, larger receptive powers, and a more extended range of thought."

#### GARDENS.

The spring garden has become a yearly feature of our work, that the children may have the joy of digging, planting, and watering, and that they may feel the sympathy with and the interest in nature which only comes through direct contact. This past year nearly all of our thirty-eight kindergartens had a small plot of ground where the children planted early vegetable and flower seeds donated to the schools by the Agricultural Department. In two or three kindergartens where conditions existed preventing the outdoor garden, window boxes were substituted. So great is the interest of the children in this branch of work that many bring seed to add to the kindergarten store. Nearly every kindergartner reports home gardens planted and cared for by the children as a direct result of the interest awakened. A little more time and thought given to these gardens on the part of the teacher would add greatly to their value as an educational factor.

In addition to cultivating a love of nature in the children, an effort should be made to help them to appreciate her beauties by enhancing the æsthetic effect. Beauty is a refiner, an educator. Another year, if more space could be given to our gardens, flowering shrubs could be obtained and vines planted and trained over unsightly fences and walls. With the cooperation of the children in the upper grades much might be done to make the school garden really beautiful. The difficulty which at present seems to face the ambitious and painstaking teacher is the fact that the garden upon which so much effort and thought are expended in the spring must be neglected through the long summer holiday. If the children who live in the immediate neighborhood of the school could be allowed to continue tending and watering the plants, could be made to feel a personal pride and ownership in the school garden, this difficulty might be overcome in a measure.

In closing this report I wish to thank the superintendent, the chairman of the kindergarten committee, and other members of the Board of Education for their unfailing interest in the work of the kindergarten department and their hearty cooperation in all which makes for its welfare.

Respectfully submitted.

CATHARINE R. WATKINS, *Director.*

MR. A. T. STUART,  
*Superintendent of Schools.*

## REPORT OF PRINCIPAL OF WASHINGTON NORMAL SCHOOL NO. 1.

DEAR SIR: It is most unfortunate that the close of the school year 1903-4 finds this school still crowded into the few rooms that can be spared for its use in the Franklin and Seaton buildings. Perhaps a short statement of the general organization of the school and its work during the year will show how inadequate such quarters have proved, and may work toward securing for the school the new building that it so sadly needs.

### GENERAL ORGANIZATION.

The school consists of two distinct yet closely related parts—the training department and the practice department. These have increased to such an extent during the past few years, to keep pace with the city's need for trained teachers, that the strain upon normal teachers and normal students crowded into recitation rooms much too small, climbing three and sometimes four long flights of stairs to reach class rooms or study hall, and walking 10 squares perhaps every day during several consecutive weeks for observation and practice work in the Seaton division of the normal school, besides traveling once a week to the school-garden workrooms in the Agricultural Department, has become almost unbearable.

The good health of teachers and pupils during the year, in spite of this physical and nervous wear and tear, speaks well for their wisdom and prudence in taking care of themselves, but the time and strength wasted in overcoming the difficulties of a school without a suitable, well-equipped home is a distinct and irreparable loss to both teachers and pupils in their professional advancement.

### THE PRACTICE DEPARTMENT.

This department consists of twelve schools of the four lowest grades, made up of the children whose residences are such as to direct them naturally to the buildings containing the practice rooms. These schools should be in one building, instead of in two 10 squares apart. The hardships attendant upon a practice school separated into two parts are numerous and can easily be imagined even by one who has seen nothing of the practical work of this department of the normal school.



## THE TRAINING DEPARTMENT.

In this department the disadvantages in having only a study hall and recitation room on the third floor and a tiny attic room above to accommodate 85 pupils with their instructors are such as to make the work most discouraging and wearisome for all but exceptionally courageous spirits.

The principal, three training teachers, and a teacher from each of the special departments—drawing, music, and physical training—give instruction to the normal pupils, and have for their use in so doing only the rooms mentioned above, an attic room formerly used as a storeroom and cleaned out for a class room, one other class room, and the study hall, a room of such size and acoustic properties as to be dreaded by a class leader not possessed of extraordinary vocal powers.

There should be for each teacher a suitable recitation room with such conveniences as the subjects taught by her demand, with enough space to enable her to express her thought by properly arranged and classified material. As it is now, an instructor must carry teaching material from room to room, up and down stairs, must bargain with another teacher as to how long written work may be allowed to remain upon a blackboard, or as to the number of pictures on the wall, and must leave her room at the end of a recitation period and find some corner in a hallway or on the stairs to study, correct papers, or help pupils individually with their work. I feel confident that no other normal school in the country labors under such disadvantages.

## AFFAIRS IN GENERAL DURING THE YEAR.

Notwithstanding the unfortunate conditions mentioned, a successful year's work may be reported, with an unchanged corps of teachers experienced and skillful. The number of pupils was somewhat smaller than usual, the senior class numbering 45, 43 of whom graduated, and the junior class numbering only 40, a smaller number than usual entering probably on account of the quicker returns and in many cases greater recompense in the way of salary from a business or college education. Many of Washington's brightest girls feel that they must take a two-years' business course at the end to become self-supporting, rather than the six-year course—two years in the normal school added to four in a high school—required to prepare them for the work whose remuneration is the small salary offered a young teacher, and our normal school, along with others throughout the country in places where similar conditions as to salaries prevail, has lessened attractions for young people of superior mental qualities. Although the outlook for next year is better, the entering class numbering 54 young people of recognized ability, the above-mentioned state of affairs will be permanently changed only by a marked increase in the salaries of teachers.



The practice schools have been large, having 536 pupils in all. They have reported good attendance and have seemed centers of unusual interest for both pupils and parents.

#### GARDENING.

Lessons in school and home gardening were given during the year under the management of the teacher of botany in the school, Miss S. B. Sipe. A marked gain along this line may be reported, due largely to the unvarying kindness and consideration of Prof. B. T. Galloway, of the Agricultural Department, without whose cooperation success would have been impossible. No doubt his interest was strengthened by the intelligence and earnest spirit of Miss Sipe in formulating and carrying out plans of work, but I feel that his assistance was so far beyond and above what could have been asked of him as representative of the Agricultural Department as to deserve the gratitude of all school people appreciating garden work as an educating influence.

#### MEDICAL INSPECTION.

Never has the wisdom of the Board of Education been more forcibly shown than in its inaugurating for the schools a system of medical inspection, and in no school has this inspection worked to such profit as in the normal school. Any pupil in this school showing symptoms of contagious disease was, of course, examined as in a grade school, but such cases being rare the most efficient help was given us by means of an enlargement of the influence of the medical examiner, through special request of the board, granted by the health department. This provided an examination of each candidate for admission to the normal school, in order that no one physically unsuited to the work of teaching should begin professional study, and, further, in order that the medical inspector assigned to the school should have such personal knowledge of each pupil as to guide her in wisely directing the pupil in caring for herself during the two years of necessarily hard study.

The normal school was fortunate in having assigned to it an inspector whose time and interest were unmeasured in the giving, and whose wise, judicious dealings with the young ladies aroused on their part confidence and regard. Not only was a pupil who had been absent five days examined by the doctor as to the cause for absence, but every pupil in the school was free to ask for a talk with the doctor whenever she felt that she was not so well as usual, or when she seemed to any teacher as lacking in her usual vitality. I am sure that many cases of serious illness were thus prevented and the general health of the youngest members of Washington's next year's corps of teachers greatly benefited by the help given them in the normal school. Along

with the medical inspector, laying the basis for and supplementing her work with lessons on anatomy, physiology, and hygiene, worked Miss Helen D. Wise, one of the instructors in the normal school, whose constant endeavor was to make her pupils feel the uselessness in the schoolroom of an unsound body.

But no wisdom of doctor or teacher can lessen the number of stairs in the Franklin School to be climbed by delicate girls every day, nor the distance between the two sections of the school, nor the danger in studying in a hall impossible to heat to 60° on days when most school rooms are comfortable and in sitting in a recitation room small and unventilated. Only a new building will give healthful conditions for the earnest young people who adopt teaching as their profession, and we hope that an appropriation for that building will be made during the coming school year.

I wish to express to you my high appreciation of your untiring interest in whatever affects the welfare of the normal school, and to thank you for your uniform kindness and consideration.

Very respectfully,

ANNE M. GODING, *Principal.*

Mr. A. T. STUART,  
*Superintendent of Schools.*

REPORT OF PRINCIPAL OF WASHINGTON NORMAL SCHOOL  
NO. 2.

DEAR SIR: In compliance with your request I take pleasure in submitting the following report:

Number of names from roll of last year .....	39
Number of new pupils admitted.....	39
Number of forfeitures of seat.....	14
Number of reentries .....	13
Number of graduates .....	37
Number of withdrawals.....	2
Number of pupils on roll at close .....	38
Number of cases of tardiness .....	2
Average number on roll during year.....	75.1
Average age.....	19.1
Average number in daily attendance.....	73.2
Per cent of attendance during the year.....	97.3
Number of visits:	
Superintendent, Mr. A. T. Stuart.....	1
Assistant superintendent, Mrs. Ida G. Myers.....	15
Assistant superintendent, Dr. W. S. Montgomery.....	10
Members of Board of Education .....	6
Parents and friends.....	400
Number of days school was open.....	178
Number of days school was closed.....	0

The year just closed has been in many respects the happiest year of our career. We have received marked and encouraging attention from all in authority, for which we are truly grateful. The pupils were intelligently appreciative and enthusiastic. Discipline, as such, was merely nominal. The course of study pursued has not been changed. We have simply tried to emphasize the importance and value of correct expression in conduct and speech; to cultivate the spirit, the desire, and disposition to start in the right way upon a course of improvement. From first to last, therefore, attention was given to the amenities of life; to the pupil's language, both spoken and written. The true test is not what you can do, but what you do. The merely theoretical part of grammar means but little in our estimation. The English must be good, not only so when a special test is applied, but as a matter of habit. Brief daily and weekly themes were required. One or two books or authors were read each month and reported on in writing. We correlated this work with the study of music. Not less



than ten minutes daily were devoted to study of articulation, enunciation, and pronunciation. "Exactness in articulation can not exist without close discrimination and careful analysis," therefore excellence in pronunciation is more than an æsthetic accomplishment. It is evidence of a discriminative and analytic mind.

#### PHYSICAL TRAINING.

This course comprises work of one hour per week throughout the two years, under the supervision of Miss Turner, and fifteen minutes daily, directed by a member of the senior class. There was a twofold aim—first, the physical and mental development of the student; second, to acquaint him with the method of handling primary schools. To accomplish the first we emphasized the practical daily floor work. I can not exaggerate Miss Turner's fitness for this work. She has the unusual power of transmitting enthusiasm and creating an interest, which insures greater correctness in every line of conduct.

#### MUSIC.

We have had many delightful experiences and real awakening in this branch of study. Miss Bentley, the accomplished director, has cooperated with Miss Gibbs most heartily, and together they have infused their love for music as a body, mind, and soul developer into the entire class and faculty. We have correlated history, literature, pronunciation, physical training, drawing, and music for the purpose of interpretation. We have enjoyed this rare privilege and are looking forward with great pleasure to a continuation during the coming year.

#### DRAWING.

Our efficient and courteous director, Mr. Hunster, has been very happy in his work during the year. His purpose seems to be to lead the student to see the beauty in things and to train him to express that beauty in a free and graceful manner, which is beautiful in itself, thus cultivating the æsthetic nature, an exceedingly important duty of every teacher. The man who is all morality and intellect, although he may be good and even great, is after all only half a man. In the mass of mankind the æsthetic faculty, like the reasoning power and the moral sense, needs to be aroused, directed, and cultivated. Secondly, he aims to have the pupils draw simple objects accurately and quickly, a very essential equipment of the teacher in this progressive and illustrative age.

I must not close this report without again calling your attention to the imperative need of a change in the location of this school. We must have enlarged opportunity for practical work if you would not have us degenerate into an academical annex to your high schools.

Training along professional lines, whether in medicine, law, theology, or pedagogics, demands for effective result constant application of theory.

The great world of educators is to-day a unit in proclaiming the gospel of learning through individual doing. What the clinic is to the properly equipped medical college the observation school is to the normal, the hospital to the college, the practice school to the normal. Both are necessities, not luxuries. The normal student should first study the theory, next observe theory tested, then discuss in conference the principles and methods, and, finally, have opportunity to apply the method if you would train the teacher not at the expense of the little child.

We face a condition, not a theory. We must be located where this condition may be conquered. Fine buildings, large grounds, aristocratic neighborhood are not objectionable, but not essential. Proper hygienic conditions and sufficient children are absolute necessities. It is therefore imperative that we be removed to a section of the city where the following conditions may be met:

I. Children to supply 3 schools for observation.

II. Not less than 3 schools of each of the first three grades for practice—12 schools in all.

The teachers employed in observation schools must be under the supervision and direction of the normal school principal, and should be selected for their culture, temperament, and experience. The present corps of practice teachers is a very excellent and progressive one. They have done remarkably well under the present limited conditions, but will do better if suggestions are adopted. Success of practice teaching is dependent upon the skill and care of supervision as well as preparation of student teacher.

#### ADMISSION OF PUPILS.

I. I recommend that no pupil who has been repeatedly reprimanded for improper conduct, irregular attendance, or neglect of duty during his entire high school course shall be permitted to enter the examination for admission to normal school.

II. That standing of candidates for normal school shall be determined by written examination and medical inspection.

III. That oral examinations for entrance be abolished.

IV. That standard for admission be constantly raised, and that the tests be made more and more to decide ability of applicant to think logically upon subjects which form bases of normal school training and to express succinctly and accurately his thoughts. Quality, not quantity, is what is essential in the normal school.

## MEDICAL INSPECTION.

Our first year of medical inspection has fully demonstrated its importance and value. The regular visits of the medical inspector, with her kindly sympathy, have in no small way contributed to the well being and happiness of our school. Her knowledge and professional skill have dispelled the fears of the imaginative, removed sources of infection from our midst, and given relief and comfort to the ailing. She is always welcomed by pupils and teacher as a friend, and we consider ourselves quite fortunate in having a physician assigned to us who is at once so capable and so ready to give helpful information and wise counsel.

We thank all in authority for courteous and helpful attention. Our corps of teachers has worked in most perfect harmony and to one purpose only—the betterment of our school morally, mentally, and physically.

Very respectfully,

LUCY E. MOTEN, M. D.,  
*Principal.*

MR. A. T. STUART, *Superintendent of Schools.*





EDWIN L. STANTON SCHOOL, DEDICATED DECEMBER 22, 1903.

# REPORT OF THE DIRECTOR OF HIGH SCHOOLS.

MY DEAR SIR: I have the honor to submit my annual report upon the work of the Washington high schools for the year 1903-4:

## CENTRAL HIGH SCHOOL.

TABLE I.—Total enrollment, by years, courses, and sex, 1903-4.

Year.	Academic.			Scientific.			Total.			From last year.	Subsequent admissions.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
First.....	109	145	254	24	97	121	133	242	375	.....	.....
Second.....	64	92	156	6	57	63	70	149	219	.....	.....
Third.....	38	50	88	13	49	62	51	99	150	.....	.....
Fourth.....	38	35	73	8	37	45	46	72	118	.....	.....
Total.....	249	322	571	51	210	291	300	562	862	506	356
Withdrawals.....	42	52	94	10	39	49	52	91	143	.....	.....
Total at close of year.....	207	270	477	41	201	242	248	471	729	.....	.....
Graduates.....	29	28	57	7	32	39	36	60	96	.....	.....

TABLE II.—Showing average enrollment, average attendance, and per cent of attendance.

Month.	Average enrollment.	Average attendance.	Per cent.
September.....	782.5	771.5	98.6
October.....	821.1	794.6	96.8
November.....	813.2	782.5	96.2
December.....	806.2	759.3	93.4
January.....	795.3	737.5	92.7
February.....	788.5	720.2	91.0
March.....	765.6	699.5	91.4
April.....	750.2	701.5	93.5
May.....	762.0	684.0	93.1
June.....	712.2	671.5	95.1
Total.....	778.0	731.4	93.2

TABLE III.—Showing number of teachers, average enrollment, whole enrollment, and number of graduates.

Year.	Number of teachers.	Average enrollment.	Total enrollment.	Number of graduates.				
				Third year.		Fourth year.		Total.
				Boys.	Girls.	Boys.	Girls.	
1890-91.....	36	1,001.0	1,090	74	131	.....	.....	205
1891-92.....	37	937.0	1,025	53	153	.....	.....	206
1892-93.....	39	778.0	851	47	101	11	22	181
1893-94.....	42	835.0	916	33	100	9	25	167
1894-95.....	43	894.0	1,010	36	68	13	42	159
1895-96.....	42	814.0	960	1	1	14	42	58
1896-97.....	44	851.0	966	.....	.....	31	72	103
1897-98.....	43	864.5	994	.....	.....	35	58	93
1898-99.....	43	917.1	1,052	.....	.....	41	66	107
1899-1900.....	47	991.3	1,126	.....	.....	34	42	76
1900-1901.....	49	899.9	985	.....	.....	40	55	95
1901-2 <sup>a</sup> .....	44	706.3	807	.....	.....	18	64	82
1902-3.....	47	693.2	772	.....	.....	31	72	103
1903-4.....	47	788.0	862	.....	.....	36	59	95

<sup>a</sup>Technical school separated.

## EASTERN HIGH SCHOOL.

TABLE I.—Total enrollment, by years, courses, and sex, 1903-4.

Year.	Academic.			Scientific.			Total.			From previous year.	At the opening of school.	Subsequent.	Total.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.				
First.....	35	54	89	7	15	22	42	69	111	10	98	13	111
Second.....	24	40	64	3	14	17	27	54	81	73	78	3	81
Third.....	15	45	60	2	7	9	17	52	69	64	68	1	69
Fourth.....	11	30	41	2	10	12	13	40	53	49	50	3	53
Total.....	85	169	.....	14	46	.....	99	215	314	.....	294	20	314
Graduates.....	9	23	32	2	10	12	11	33	44	.....	.....	.....	.....
Withdrawals.....	12	26	.....	5	7	.....	.....	.....	.....	.....	.....	.....	50
Enrollment at close.....	73	142	.....	10	39	.....	.....	.....	.....	.....	.....	.....	264

TABLE II.—Showing average enrollment, average attendance, and per cent of attendance.

Month.	Average enrollment.	Average attendance.	Per cent.
September.....	289.7	285.6	98.5
October.....	297.3	288.6	97.0
November.....	295.5	284.6	96.2
December.....	293.1	275.7	94.0
January.....	292.1	273.9	93.7
February.....	291.3	271.3	93.1
March.....	283.6	263.5	92.9
April.....	281.1	265.3	92.9
May.....	276.4	257.1	93.0
June.....	264.8	243.8	92.0
Total.....	286.8	270.6	94.3

TABLE III.—Showing number of teachers, average enrollment, whole enrollment, and number of graduates.

Year.	Number of teachers.	Average enrollment.	Total enrollment.	Number of graduates.				Total.
				Third year.		Fourth year.		
				Boys.	Girls.	Boys.	Girls.	
1890-91 .....	7	158	189					
1891-92 .....	11	239	270					
1892-93 .....	15	329	386	31	37			68
1893-94 .....	17	366	400	29	48	5	6	88
1894-95 .....	19	393.2	452	25	31	9	16	81
1895-96 .....	21	394.4	467		1	8	23	32
1896-97 .....	21	401	453			10	34	44
1897-98 .....	21	445	511			18	34	52
1898-99 .....	21	468	538			24	36	60
1899-1900 .....	22	460.4	532			20	41	61
1900-1901 .....	22	411.2	458			13	42	55
1901-2 .....	22	374.6	416			19	39	58
1902-3 .....	21	292	342			20	28	48
1903-4 .....	20	286	314			11	33	44



WESTERN HIGH SCHOOL.

TABLE I.—Total enrollment by years, courses, and sex, 1903-4.

Year.	Academic.			Scientific.			Total.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
First.....	49	38	87	18	31	49	67	69	136
Second.....	28	32	60	8	18	26	36	50	86
Third.....	13	16	29	14	25	39	27	41	68
Fourth.....	10	11	21	7	25	32	17	36	53
Total.....	100	97	197	47	99	146	147	196	343
Withdrawals.....	25	33	58	15	12	27	40	45	85
Total at close of year..	75	64	139	32	87	119	107	151	258
Graduates.....	10	11	21	6	21	27	16	32	48

TABLE II.—Showing average enrollment, average attendance, and per cent of attendance.

Month.	Average enrollment.	Average attendance	Per cent.
September.....	295.1	292.4	99.0
October.....	314.5	302.8	96.2
November.....	319.0	308.1	96.5
December.....	309.9	286.4	92.4
January.....	309.5	286.7	91.0
February.....	306.4	278.0	90.7
March.....	292.2	270.0	92.4
April.....	292.0	272.9	93.4
May.....	283.2	267.2	94.3
June.....	267.7	249.7	93.2
Total.....	300	281	93.8

TABLE III.—Showing number of teachers, average enrollment, whole enrollment, and number of graduates.

Year	Number of teachers.	Average enrollment.	Total enrollment.	Number of graduates.				
				Third year.		Fourth year.		Total.
				Boys.	Girls.	Boys.	Girls.	
1890-91.....	2	56	64					
1891-92.....	4	107	126					
1892-93.....	7	156	173	8	21			32
1893-94.....	10	181	199	12	33	1	5	51
1894-95.....	11	199	226	7	9		10	26
1895-96.....	12	245	281			5	15	20
1896-97.....	11	231	264			5	18	23
1897-98.....	15	290	320			4	25	29
1898-99.....	17	339	404			9	25	34
1899-1900.....	18	342	405			10	15	25
1900-1901.....	19	323	377			25	23	48
1901-2.....	17	291	338			18	41	59
1902-3.....	15	262	303			14	23	37
1903-4.....	16	300	344			16	32	48

## BUSINESS HIGH SCHOOL.

TABLE I.—Total enrollment by years, courses, and sex, 1903-4.

Year.	Boys.	Girls.	Total.
First.....	178	330	508
Second.....	77	128	205
Total.....	255	458	713
Withdrawals.....			243
Total at close of year.....			470
Graduates.....	62	86	148

TABLE II.—Showing average enrollment, average attendance, and per cent of attendance.

Month.	Average enrollment.	Average attendance.	Per cent.
September.....	646.5	635.9	98.3
October.....	672.6	649.3	96.8
November.....	663.3	638.6	96.2
December.....	651.1	612.1	94.0
January.....	623.1	582.3	93.4
February.....	616.2	576.7	93.5
March.....	579.7	539.4	93.0
April.....	548.5	522.1	95.1
May.....	521.1	486.7	93.3
June.....	477.4	433.8	90.8
Total.....	607.0	578.0	94.4

TABLE III.—Showing number of teachers, average enrollment, whole enrollment, and number of graduates.

Year.	Number of teachers.	Average enrollment.	Total enrollment.	Number of graduates.			Average entrance age of first year.
				Boys.	Girls.	Total.	
1890-91.....	8	274	314				
1891-92.....	9	329	368	17	18	35	16.4
1892-93.....	11	359	389	25	25	50	16.3
1893-94.....	12	410	493	32	28	60	16.1
1894-95.....	13	394	497	21	19	40	16.3
1895-96.....	17	421	532	35	36	71	16.5
1896-97.....	19	435	526	34	40	74	16.4
1897-98.....	20	483	601	41	48	89	16.7
1898-99.....	21	491	594	37	64	101	16.6
1899-1900.....	21	527	664	39	58	97	16.5
1900-1901.....	23	598	745	35	73	108	16.2
1901-2.....	25	603	703	62	94	156	16.2
1902-3.....	25	571	690	59	80	139	16.3
1903-4.....	26	607	713	62	86	148	16.2

M STREET HIGH SCHOOL.

Total enrollment by years, courses, and sex, 1903-4.

Years.	Academic.			Scientific.			Total.			From last year.	Subsequent admissions.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
First.....	45	140	185	4	12	16	49	152	201	.....	.....
Second.....	33	89	122	1	9	10	34	98	132	.....	.....
Third.....	15	70	85	2	9	11	17	79	96	.....	.....
Fourth.....	32	67	99	1	8	9	33	75	108	.....	.....
Total.....	125	366	491	8	38	46	133	404	537	329	208
Withdrawals.....	10	47	57	2	3	5	12	50	62	.....	.....
Total at close of year.....	115	319	434	6	35	41	121	354	475	.....	.....
Graduates.....	23	58	81	1	6	7	24	64	88	.....	.....

Average enrollment, average attendance, and per cent of attendance.

Month.	Average enrollment.	Average attendance.	Per cent.
September.....	512.8	506.1	98.6
October.....	518.1	504.6	97.4
November.....	511.1	494.4	96.7
December.....	503.8	477.4	94.7
January.....	495.6	465.5	93.9
February.....	487.7	461.1	94.5
March.....	462.9	435.7	94.1
April.....	476.2	453.7	95.2
May.....	472.8	446.6	94.4
June.....	471.3	450.2	95.5
Total.....	490.6	467.4	95.2

Number of teachers, average enrollment, whole enrollment, and number of graduates.

Year.	Number of teachers.	Average enrollment.	Total enrollment.	Number of graduates.				
				Third year.		Fourth year.		Total.
				Boys.	Girls.	Boys.	Girls.	
1890-91.....	14	345	376	21	65	.....	.....	86
1891-92.....	17	346	407	19	50	.....	.....	69
1892-93.....	18	400	444	29	61	.....	.....	90
1893-94.....	19	426	460	28	71	.....	.....	99
1894-95.....	22	550	618	.....	.....	48	83	131
1895-96.....	24	594	675	.....	.....	20	29	49
1896-97.....	26	640	736	.....	.....	22	57	79
1897-98.....	27	593	690	.....	.....	27	76	103
1898-99.....	29	586	678	.....	.....	26	66	92
1899-1900.....	31	633	704	.....	.....	35	64	99
1900-1901.....	31	624	749	.....	.....	18	63	81
1901-2.....	24	530	664	.....	.....	21	61	82
1902-3.....	24	530	571	.....	.....	20	82	102
1903-4.....	25	491	537	.....	.....	24	64	88



## ALL WHITE HIGH SCHOOLS.

TABLE IV.—*Showing enrollment of each white high school for each school year by years, as well as number of graduates each year and number entering college after 1895-96 from each school.*

Year.	1887-88.	1888-89.	1889-90. <sup>a</sup>	1890-91. <sup>b</sup>					1891-92.				
	Central.	Central.	Central.	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Business.	Total.
First year .....	519	586	712	465	61	189	308	1,026	147	81	175	281	984
Second year .....	290	405	438	358	.....	.....	.....	358	296	45	95	81	520
Third year .....	188	262	272	267	.....	.....	.....	267	282	.....	.....	.....	282
Fourth year .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total .....	997	1,253	1,422	1,090	64	189	308	1,651	1,025	126	270	365	1,786
Graduates:	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Second year .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	35	35
Third year .....	207	222	289	205	.....	.....	.....	205	206	.....	.....	.....	206
Fourth year .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Entering college .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Year.	1892-93.					1893-94.					1894-95.				
	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Business.	Total.
First year .....	385	68	184	303	940	400	87	185	344	1,016	455	96	208	324	1,083
Second year .....	251	69	119	85	524	265	49	117	132	563	302	67	119	155	643
Third year .....	172	36	83	.....	291	190	56	82	.....	328	173	41	89	.....	303
Fourth year .....	43	.....	.....	.....	43	61	7	16	.....	84	80	22	36	.....	138
Total .....	851	173	386	388	1,798	916	199	400	476	1,991	1,010	226	452	479	2,167
Graduates:	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Second year .....	.....	.....	.....	50	50	.....	.....	.....	60	60	.....	.....	.....	40	40
Third year .....	149	32	68	.....	249	133	45	77	.....	255	104	16	56	.....	176
Fourth year .....	33	.....	.....	.....	33	34	6	11	.....	51	55	10	25	.....	90
Entering college .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Year.	1895-96. <sup>d</sup>					1896-97.					1897-98.				
	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Business.	Total.
First year .....	397	125	214	372	1,108	406	103	173	376	1,058	453	149	205	390	1,197
Second year .....	275	72	133	145	625	251	81	133	140	605	240	60	131	169	600
Third year .....	195	57	72	.....	324	178	47	99	.....	324	177	60	87	.....	324
Fourth year .....	<sup>a</sup> 93	27	48	.....	168	131	36	48	.....	215	124	11	63	.....	228
Total .....	960	281	467	517	2,225	966	267	453	516	2,202	991	310	486	559	2,349
Graduates:	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Second year .....	.....	.....	.....	71	71	.....	.....	.....	71	71	.....	.....	.....	89	89
Third year .....	<sup>e</sup> 2	.....	<sup>c</sup> 1	.....	<sup>c</sup> 3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Fourth year .....	56	20	31	.....	107	103	23	44	.....	170	93	27	52	.....	172
Entering college .....	19	8	10	.....	37	20	3	9	.....	32	20	8	15	.....	43

<sup>a</sup> Prior to that time graduating classes from Central included second-year graduates from business course.

<sup>b</sup> Branch schools established September, 1890.

<sup>c</sup> First voluntary graduating fourth-year class.

<sup>d</sup> First compulsory graduating fourth-year class from all academic high schools (1895-96).

<sup>e</sup> Irregular.

## ALL WHITE HIGH SCHOOLS—Continued.

TABLE IV.—Showing enrollment of each white high school for each school year by years, as well as number of graduates each year, etc.—Continued.

Year.	1898-99.					1899-1900.					1900-1901.				
	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Business.	Total.
First year .....	475	189	249	416	1,329	527	157	184	414	1,279	395	133	172	564	1,264
Second year .....	307	115	116	171	709	315	129	139	226	809	289	99	123	181	692
Third year .....	138	46	98	.....	282	184	81	92	.....	357	176	79	93	.....	338
Fourth year .....	132	50	75	.....	257	100	36	81	.....	217	125	66	70	.....	261
Total .....	1,052	400	538	587	2,577	1,126	403	496	640	2,662	985	377	458	745	2,565
Graduates:															
Second year .....				101	101									108	108
Third year .....				.....	.....									.....	.....
Fourth year .....	107	34	60	.....	201	76	.....	.....	.....	.....	95	48	55	.....	198
Entering college .....	22	8	20	.....	50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Year.	1901-2.					1902-3.					1903-4.				
	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Business.	Total.
First year .....	<sup>a</sup> 320	<sup>a</sup> 121	<sup>a</sup> 153	<sup>a</sup> 169	<sup>a</sup> 1,063	304	87	121	483	995	375	136	111	508	1,130
Second year .....	<sup>a</sup> 218	92	109	234	653	191	96	90	207	584	219	86	81	205	591
Third year .....	<sup>a</sup> 162	57	87	.....	306	152	69	72	.....	293	150	68	69	.....	287
Fourth year .....	107	65	67	.....	239	125	46	59	.....	230	118	53	53	.....	224
Total .....	807	335	416	703	<sup>a</sup> 2,261	772	298	342	690	2,102	862	343	314	713	2,232
Graduates:															
Second year .....				156	156				139	139				148	148
Fourth year .....	82	59	58	.....	199	103	37	48	.....	188	95	48	44	.....	187

<sup>a</sup> Technical school organized separately.

## ACADEMIC WHITE HIGH SCHOOLS.

TABLE V.—Showing enrollment in all white academic high schools by classes and the number of graduates, Central to 1889-90, inclusive; all together thereafter.<sup>a</sup>

Year.	Class.					Graduates.		College.
	First year.	Second year.	Third year.	Fourth year.	Total.	Third year.	Fourth year.	
1887-88 .....	519	290	188	.....	997	<sup>b</sup> 207	.....	.....
1888-89 .....	586	405	262	.....	1,253	<sup>b</sup> 222	.....	.....
1889-90 .....	712	438	272	.....	1,422	<sup>b</sup> 289	.....	.....
1890-91 .....	718	358	267	.....	1,343	<sup>b</sup> 205	.....	.....
1891-92 .....	703	436	282	.....	1,421	206	.....	.....
1892-93 .....	637	439	291	<sup>c</sup> 43	1,410	249	33	.....
1893-94 .....	672	431	328	84	1,515	255	51	.....
1894-95 .....	759	488	303	138	1,688	176	90	.....
1895-96 .....	736	480	324	<sup>d</sup> 168	1,708	3	107	37
1896-97 .....	682	465	324	215	1,686	.....	170	32
1897-98 .....	807	431	324	228	1,790	.....	172	43
1898-99 .....	913	538	282	257	1,990	.....	201	50
1899-1900 .....	865	583	357	217	2,022	.....	.....	.....
1900-1901 .....	700	511	338	261	1,810	.....	198	.....
1901-2 .....	594	419	306	239	<sup>e</sup> 1,558	.....	199	.....
1902-3 .....	512	377	293	230	1,412	.....	188	.....
1903-4 .....	622	386	287	224	1,519	.....	187	.....

<sup>a</sup> Branch schools established September, 1890.<sup>b</sup> Includes second-year graduates of business course.<sup>c</sup> First voluntary fourth-year class.<sup>d</sup> First compulsory fourth-year class.<sup>e</sup> Technical school separated.

BUSINESS HIGH SCHOOL.

TABLE VI.—Showing enrollment in *Business High School* by classes and the number of graduates from 1890 to 1904.

Year.	Class.			Graduates.
	First year.	Second year.	Total.	
1890-91	308		308	
1891-92	281	84	365	35
1892-93	303	85	388	50
1893-94	344	132	476	60
1894-95	324	155	479	40
1895-96	372	145	517	71
1896-97	376	140	516	74
1897-98	390	169	559	89
1898-99	416	171	587	101
1899-1900	414	226	640	97
1900-1901	564	181	745	108
1901-2	469	234	703	156
1902-3	483	207	690	139
1903-4	508	205	713	148

WHITE ACADEMIC HIGH SCHOOLS.

TABLE VII.—Showing enrollment for all white academic high schools from first year to graduation, *Central* to 1898, inclusive; all together thereafter.<sup>a</sup>

Graduates.	Class enrollment.						
	First year.	Second year.	Third year.	Fourth year.	Graduates.		College.
					Third year.	Fourth year.	
1890	519	405	272		<sup>b</sup> 289		
1891	586	438	267		<sup>b</sup> 205		
1892	712	358	282		206		
1893				<sup>c</sup> 43		33	
1893	718	436	291		249		
1894				84		51	
1894	703	439	328		255		
1895				138		90	
1895	637	431	303		176		
1896				<sup>d</sup> 168		107	37
1897	672	488	324	215		170	32
1898	759	480	324	228		172	43
1899	736	465	324	257		201	50
1900	682	431	282	217			
1901-2	594	419	306	239		199	
1902-3	512	377	293	230		188	
1903-4	522	386	287	224		187	

<sup>a</sup> Branch schools established September, 1890.

<sup>b</sup> Includes second-year graduates of business course.

<sup>c</sup> First voluntary fourth-year class.

<sup>d</sup> First compulsory fourth-year class.



TABLE VIII.—*Showing per cent of survival for all white academic high schools from first year to graduation, Central to 1893, inclusive; all together thereafter.*<sup>a</sup>

Graduates.	Per cent of the immediate preceding class reaching class designated.						Per cent of original first-year class reaching class designated.					
	Second year.	Third year.	Fourth year.	Graduates.		Col-lege.	Second year.	Third year.	Fourth year.	Graduates.		Col-lege.
				Third year.	Fourth year.					Third year.	Fourth year.	
1890												
1891												
1892	50.28	78.77		73.03			50.28	39.61		28.93		
1893			15.25		76.74				6.04		4.63	
1893	60.72	66.74		85.57			60.72	40.53		34.68		
1894			28.87		60.71				11.70		7.10	
1894	62.44	74.71		77.74			62.44	46.66		36.27		
1895			42.07		65.21				19.63		12.80	
1895	67.66	70.30		58.08			67.66	47.57		27.63		
1896			55.44		63.69	34.58			26.37		16.80	5.81
1896			66.36		79.07	18.82			32.00	25.30	25.30	4.76
1897	72.62	66.40			75.44	24.88	72.62	48.21	30.04		22.66	5.66
1898	63.24	67.50			78.21	24.88	63.24	42.69	34.92		27.31	6.80
1899	63.18	69.68					63.18	44.02				
1900	63.20	65.43					63.20	41.35	31.82			

<sup>a</sup> Branch schools established September, 1890.

BUSINESS HIGH SCHOOL.

TABLE IX.—*Showing enrollment and per cent of survival for the Business High School from first year to graduation.*

Graduating year.	Class enrollment.			Per cent of the im- mediately pre- ceding class reaching class designated.		Per cent of origi- nal first-year class reaching class designated.	
	First year.	Second year.	Gradu- ates.	Second year.	Gradu- ates.	Second year.	Gradu- ates.
1892	308	84	35	27.27	41.67	27.27	11.36
1893	281	85	50	30.25	58.82	30.25	17.79
1894	303	132	60	43.56	45.45	43.56	19.80
1895	344	155	40	45.01	25.81	45.01	11.63
1896	324	145	71	44.75	48.96	44.75	21.91
1897	372	140	74	37.63	52.86	37.63	19.89
1898	376	169	89	44.95	52.66	44.95	23.67
1899	390	171	101	43.85	59.06	43.85	25.90
1900	416	226	97	54.33	42.83	54.33	23.07
1901	464	181	108	31.73	59.66	31.73	19.15
1902	469	234	156	49.89	66.66	49.89	33.24
1903	483	207	139	44.14	67.15	44.14	29.64
1904	508	205	148	42.44	72.19	42.44	30.64

ENROLLMENT.

The actual enrollment of pupils in the high schools for the year 1903-4 justified the estimates made at the close of the preceding year. In the Central and Western schools the growth was considerably beyond expectation. The estimates for the coming year show a still larger growth in the two schools named and a consequent need of additional teachers therein.

The crowded condition in the Central School, due to the accommo-  
dation of a large group of the pupils of the McKinley Manual Train-  
ing School in the building of the Central School, as was noted in my  
annual report of last year, still continues, and if the actual enrollment

of the Central School during the coming year is as great as the estimates indicate the needs of the latter school will require the whole of the Central building, and the housing of the McKinley School therein will be impossible. It is hoped that without very serious difficulty suitable accommodations for the McKinley School may be found in some other place.

#### COURSE OF STUDY.

In accordance with the general suggestions made a year ago in regard to changes in the course of study of the Washington high schools the Board of Education has recently adopted a new scheme of studies. This new scheme embodies the group idea and abolishes the possibility of the former indiscriminate choice of electives. The several groups present certain main ideas, such as the classical, the mathematical, scientific, etc., which may be worked out in the high school course, and as far as possible include those subjects which are suited to the best development of the powers of the individual pupil indicated in the choice of the group. In the second place, the presentation of balanced groups of subjects, carefully selected by persons of experience, eliminates the need for the skilled judgment on the part of parents and pupils (so often lacking) as to the best means for securing the end which it is desired the pupil shall accomplish in his high school course. At the same time it is believed that sufficient election is permitted to save the scheme from too great rigidity in its requirement. Another advantage in the scheme adopted is the fact that the choice of course is practically put at the end of the second year, when, through better acquaintance with high school aims and methods and greater maturity of mind, the pupil may make his choice with greater intelligence and with better results.

The course of study for the academic high schools recently adopted by the Board of Education is divided into four main groups, namely, the academic or classical group, the mathematical-scientific group, the historical-political or modern language group, and the normal-preparatory group. As a broad and general culture is an indispensable element in every course, all of these groups have certain features in common, namely, four years of English, ancient and English history, elementary algebra, plane geometry, a foreign language, either ancient or modern, and a year of science (except for the few whose college requirements call for Greek or German instead), together with drawing, music, and physical training. To this general group of studies is added such subjects as, in the third and fourth years especially, give the characteristic quality to each of the courses and permit the development of pupils along the lines of personal aptitude. Thus—

The basis of the academic course is English, Latin, and Greek (or German). This course offers a training in the classics with an election

of one of two modern languages, advanced mathematics, or mathematics and physics. The last-named combination is recommended to all pupils taking the academic course, unless they be candidates for admission to colleges which demand other work.

The basis of the scientific course is English, mathematics, and science. It offers an opportunity of continuing the language begun in the first year, either ancient or modern, or the substituting therefor of two years of a modern language.

The basis of the history or modern language course is English and history, with a foreign language, either ancient or modern, with the choice of a modern language, either German, French, or Spanish, in the last two years. For the American history of the fourth year may be substituted a course of political economy and civics.

The normal course prescribes four years of English, three of a foreign language, either ancient or modern, four years of history, two of mathematics, and three of science, with drawing and music throughout.



## The complete courses are as follows:

	Academic.	Scientific.	History or modern language.	Normal.	Business.
First year.....	English I-4. Algebra-5. History (ancient)-4. Latin I-5.	English I-4. Algebra-5. History (ancient)-4. Elect one— Latin I-5. German I-5.	English I-4. Algebra-5. History (ancient)-4. Elect one— Latin I-5. German I-5.	English I-4. Algebra-5. History (ancient)-4. Elect one— Latin I-5. German I-5.	English I-4. Business arithmetic I-4. Bookkeeping I-5. Penmanship-1. Shorthand I-4. Geography-1. Typewriting or commercial drawing.
Second year.....	English II History (English) }-4. Latin II-5. Geometry-4. Elect one— Greek I-5. German I-5.	English II History (English) }-4. Geometry-4. Elect one from each group— {Latin II-5. {German II-5. {Physics I-5. {Chemistry I-5.	English II History (English) }-4. Geometry-4. Elect one from each group— {Latin II-5. {German II-5. {Physics I-5. {Chemistry I-5.	English II History (English) }-4. Geometry-1. Physics I-5. Elect one— Latin II-5. German II-5.	English II-4. Applied arithmetic II-5. Bookkeeping II-5. Commercial law-3. Commercial geography-3. Shorthand II-5. Typewriting-2.
Third year.....	English III-4. Latin III-5. Elect one from each group— {Greek II-5. {German II-5. {German I-5. {French I-5. {Mathematics III-5.	English III-4. Mathematics III-5. Elect one from each group— {Physics II-5. {Chemistry II-5. {Biology I-5. {Latin III-4. {German III-4. {French I-5. {German I-5.	English III-4. History (general)-4. Elect one from each group— {Latin III-4. {German III-4. {German I-5. {French I-5. {Spanish I-5.	English III-4. Biology I-5. History (general)-4. Elect one— Latin III-4. German III-4.	Each year of this course is complete in itself. A special one-year course is arranged for students of other high schools who have done at least three years of successful work.
Fourth year.....	English IV-4. Latin IV-5. Elect one from each group— {Greek III-5. {German III-4. {German II-5. {French II-5. {Mathematics IV-5. {Physics I-5.	English IV-4. Mathematics IV-5. Elect one from each group— {Biology II-5. {Physics I-5. {Chemistry I-5. {Latin IV-4. {German IV-4. {German II-5. {French II-5.	English IV-4. Arithmetic review-1. Elect one from each group— {Latin IV-4. {German IV-4. {History (American)-1. {Civics and political economy-4. {German II-5. {French II-5. {Spanish II-5.	English IV-5. Biology II-5. Commercial geography }-4. History (American) } Arithmetic review-1.	Students of the second year may substitute an equivalent amount of work in other subjects for bookkeeping or for shorthand.

NOTE—Roman numerals indicate year; Arabic, hours per week.

It should be clearly understood that, while aiming to fit pupils for the best colleges, in case they desire to take such advanced work, the main purpose of these courses is to train as thoroughly as possible the great body of high school pupils who end their scholastic careers with the high school graduation.

In my annual report for 1902-3 I made the following statement:

In the M Street High School, which has heretofore followed the scheme of work laid down for the other high schools, certain changes have been made. It was early apparent that the pupils of that school needed a surer grounding in certain lines in order to profitably do the advanced work of the high school. With this in mind modifications were made in the English and algebra requirements of the first year with very satisfactory results. A further revision and modification of some of the other lines of work ought to, and I believe will, result in very desirable improvements.

Some persons, I am informed, who claim to be deeply interested in the welfare of the M Street High School have seen in that statement the premonition of an attempt on the part of the school authorities to deprive the colored people of the District of Columbia of their opportunities for high school training. Nothing of the sort was contemplated in writing the statement. It was simply a general presentation of the conditions existing and what I deemed the most effective way of remedying the evil. The facts are these: While the pupils of the M Street High School have had laid down for them the same course of study as is followed in the Central, Eastern, and Western high schools, and have professedly been aiming at the same results both in kind and in extent, the work has not been satisfactory, as compared with the results in the other schools. Many of the stronger teachers of the school realized the condition of things and deplored the weakness of the work, which was weak simply because many of the pupils were aiming at things the proper foundation for which they lacked. For boys to pretend to go through a course in advanced mathematics without having done thoroughly, and possessing the power to do again, elementary algebra or plane geometry was not helping the boy but was simply making a sham of so-called high school education and cultivating a spirit of dishonesty.

In order to help the pupil to be honest with himself and in his work and to give him the real strength which should come from education, I have insisted that from the beginning to the end of the school course we shall have honest work thoroughly and carefully done, and that pupils who are either incapable of doing or indisposed to do the work of any year well shall not be promoted or graduated—in other words, that work done and power attained, just as is the requirement in the other high schools of the city, shall be the only ground upon which any pupil of the M Street High School shall be advanced. To this end, instead of permitting the teachers in the M Street School to say,

"Where is the algebra class in the Central School?" and then aim to make that number of pages, whether it is best for the class or not, I have directed the teachers to get their classes on understanding ground and then develop them with as much speed and as broadly as it is possible to do with safety. If at the end of the year the class in the M Street School is eighty or a hundred pages behind the class in the others schools, it does not matter, provided only it has done the best it can do as to limit, and has done it well. The same principle I have insisted on in English, deeming it absolute nonsense for a boy to pride himself upon having graduated from any high school when he is unable to properly express his ideas in simple English sentences. This is true also of the work in Latin, in history, and in science. This was the meaning of the statement in my former report. I am very glad that every step in this direction has had not only your approval, but, as far as I have been able to present the case to them, the approval of the members of the high school committee of the board of education.

Permit me to say that I have always thought, and now more strongly than ever before, that the subject of manual training should never have been put out of the reach of the pupils in the academic high schools of this city. Every high school boy should have the privilege of taking manual training, and he should enjoy that privilege not at the expense of having to relinquish the academic courses of the high schools, as now happens, but he should be permitted to have the advantages of some work in manual training along with these courses. Unfortunately the latter privilege is denied him, and before he knows the advantage of either course to him, even as he comes from the eighth grade, he is compelled to make a choice which may preclude him from most essential advantages in either direction. Is it desirable that the trained mind must mean an untrained hand any more than that the trained hand must mean an untrained mind? I think not. In addition, would not such a chance under proper encouragement develop in all of our pupils a greater respect for labor and the so-called laboring classes of our country? No one appreciates the dignity of labor better than the man who has learned to work with his hands as well as with his mind. In no connection, in my opinion, has this action of the board of education been more serious than in the case of the M Street High School, many of whose pupils would be better educated men and women and therefore better fitted to win out in life's battle if properly trained in the use of tools as well as books. Furthermore with so many false prophets and leaders to impose upon them, is there any part of our community which needs to develop greater respect for labor and the laboring class than this part? Would not the training in the use of tools and the ability to handle them be the strongest possible factors in developing a wholesome respect for the dignity of labor and for the man who works?



To help boys and girls to become men and women in the best and broadest sense, physically, mentally, and spiritually, is the purpose of the high schools, and jointly with parents the privilege and duty of every high-school teacher. No one should be appointed to teach in the high school who has not already shown high qualifications and developed effective power certain to help in bringing about the above results. That the applicant for a teacher's position may be mentally equipped to teach any subject or group of subjects is only a part of his necessary fitting, and is of much less importance than that the person be a man or a woman who, through his or her own experience in life, is capable of influencing pupils to form right habits and develop true character. To this end I can not too strongly urge that none but the best and most competent persons be selected to teach in our high schools. The appointment of any person on any other ground than that he or she is unquestionably the most competent candidate is certain to lessen the power of the school as an instrument for good, in forcing upon our boys and girls weaker and less efficient teachers instead of the stronger ones they might and should have.

One of the greatest difficulties in the way of our securing the best teachers for the high schools is the low salary which must always be offered. Our salaries rarely have any attraction for good and experienced teachers, who readily find better positions elsewhere. In addition we are constantly losing our strong teachers through the fact that they can secure higher salaries with brighter prospects of advancement in other places.

Again, while the probability of losing our strongest and most helpful teachers is constantly menacing us, the most serious and disgraceful part is that many of the salaries paid are utterly inadequate for the proper maintenance of our teachers in health and comfort and the affording of opportunity for them to make any provision against the helplessness of old age. No matter how excellent the teacher may be, it seems to be assumed that money enough to provide the mere necessities of life while she serves in the schools is sufficient. And we practically say, "When she has worn herself out in the work let her go—to the poorhouse—there are plenty of others who are glad to get her place." It happens, too, in many cases that in addition to supporting themselves teachers have the responsibility of supporting, either wholly or in part, others who are dependent upon them. It does not help a teacher's work for her to be constantly harrowed by the fact that a dependent and perhaps feeble mother or sister is in need of the comforts if not the actual necessities of life. Yet we have cases of this kind in our schools.

Is it not actual inhumanity that we permit such a state of affairs to continue? I am certain that the board of education is not at all in sympathy with this condition of things; but nevertheless it exists and

we are in need of a remedy. While Congress has given large sums for the erection of new school buildings in the District of Columbia, it has neglected to properly provide for the maintenance of the most vital element in good schools—the teacher.

#### THE BUSINESS HIGH SCHOOL.

With the completion and occupation of the Business High School building certain changes in course will be suggested looking to the development of that work along lines now impossible because of the lack of proper facilities. In the meantime it is only necessary to inform you that most effective work is being done in the established courses of the school. There are, however, two points in the Business High School work concerning which it is desirable that I should say a word, namely, the penmanship and the arithmetic.

One of the best accomplishments of any person, but particularly of a business man or woman is a good, regular, legible handwriting. In the latter class of persons it is essential. To develop such power is within the grasp of everyone. It simply needs a good model and perseverance in practice and the ability to furnish the one and insist upon the other are certainly within the power of teachers of the graded schools. There are two difficulties in the way of good writing on the part of pupils in the Business High School as a class, namely, the bad habits in writing developed by very many pupils before coming to the school and the little time available for the correction of these bad habits and the forming of good ones. No effort is made in the Business High School to change any pupil's system of writing if he has developed a good hand. In such case he retains the vertical or slant system, whichever he has learned and is adept in. If, however, he has no established hand of good form, he is advised to adopt the slant system, one about half way between the vertical and the slant of the Spencerian system being recommended.

The subject of business arithmetic is one of the strongest in the business course, not only on the side of practical knowledge but in its development of analytical and logical power and as an instrument for training the pupils in securing exact results. It is taught for these purposes. One of the greatest difficulties to be overcome in the work is the fact that pupils are used to the stereotyped expression of problems as contained in the books, and are almost universally helpless when the problem is presented in other terms. The boy is dazed when the matter is given him in some other form, though he may be able to work the example if it is expressed in the old way. After all is not the thing desired the ability of the pupil to handle the problem in any form, to get the thought and to realize the proper relations of the elements of the proposition in whatever shape they may come, and then to work out the result in a constructive, logical way? If



this were the aim in arithmetic throughout the schools, from the first grade through the high school, would we not turn out pupils of stronger and better minds?

I respectfully recommend that both of the above matters be brought to the attention of the supervising principals and teachers, that the work in penmanship and arithmetic as taught in the grades and in the high schools may be uniform in purpose, in method, and in result.

#### PHYSICAL TRAINING.

The work in physical training in the high schools has developed along the same lines as in the preceding year. The lack of proper places for giving instruction and conducting the practice in physical training is a great hindrance to the successful prosecution of the work. The Western High School is the only one of the high schools which is at present equipped with a gymnasium. The new Business High School is to be provided with one. The Central, Eastern, and M Street High schools are all in need of like facilities. The grounds adjacent to these several buildings offer room for gymnasium structures. Mr. A. M. Poynton, of the office of the inspector of buildings of the District of Columbia, has kindly estimated the probable cost of such structures at about \$25,000 each, affording ample floor space for instructing and practicing classes, running tracks, locker rooms, bathrooms, and swimming pools. In this way not only the regular physical training classes would be benefited, but all athletic interests would be more safely and conveniently developed under the immediate supervision of school authorities.

I believe that every boy and girl should be taught to swim, and to accomplish this in the high schools each school should be provided with suitable means for such instruction. Within a few days of this writing three young ladies, one a pupil in the Central High School and the others such within the last two years, were drowned while bathing, a fact which probably would not have occurred had they been properly instructed in the art of swimming. While the board of education is striving to better the life conditions in our schools, is it not indeed worth while to secure to pupils the power to assist themselves in these most serious emergencies, practically insuring life in this direction?

I respectfully recommend that items providing for suitable gymnasias for the above-named schools be incorporated in the school estimates for the coming year.

The M Street High School lacks proper yard space. The present yard is not large enough to furnish even a good breathing space for the pupils, much less sufficient playground. As it is, the pupils of the school, if desirous of going out in the air at recess, are practically compelled to play in the street under menace to their own safety and



perhaps danger or annoyance to passers by. I respectfully urge the Board of Education to take the matter under consideration with a view of securing a larger playground for the school.

In this connection, the playground adjacent to the Eastern High School, the Wallach, and the Towers schools is in very bad condition owing to the loose gravel with which it is covered. At present, although ample in extent for athletic sports, the latter are almost prohibited by the condition of the ground. A top dressing of better earth would prove a distinct benefit to all of the pupils attending the schools named and should be immediately provided.

#### MILITARY AFFAIRS.

Never before has the cadet organization of the high schools had so many or such large companies as during the past year, when the regiment of the white schools consisted of three battalions with a total of ten companies (one company in excess of any previous year) made up of from five to nine fours each. The battalion in the M Street High School and the Armstrong Manual Training School began the year with four companies, two in each school. Toward the close of the year, through the withdrawal of pupils from the Armstrong School, it was deemed advisable to consolidate the two companies in that school, which was done.

Owing to the large increase in the number of cadets it was necessary for the Board of Education to secure additional arms for the equipment of the organization, and 150 rifles and sets of accouterments were obtained from the War Department through the efforts of the military committee of the board.

The new arms were secured under bond given by Gen. H. V. Boynton, president of the board, and Mr. James E. Fitch, chairman of the military committee of the board. As I stated in my last annual report, the arms formerly acquired for the use of the cadets are held under bonds given by my predecessor, Dr. F. R. Lane, and by Dr. W. S. Montgomery, neither of whom has now any connection with the cadets. This places the responsibility for the care of this property of the United States Government upon these four persons. I again respectfully urge that the board take the proper steps to secure the cancellation of the bonds of Doctor Lane and Doctor Montgomery, and that the responsibility for all arms used by the cadets be assumed by the Board of Education.

The action of the Board of Education during the past winter in taking steps to put the military equipment of the high school cadets in better condition is highly appreciated. The long service of many of the rifles and accoutrements has worn them so badly that it is most difficult to keep the equipment in proper condition, but the replacing of many damaged and lost parts by purchase has restored the efficiency

of many pieces. In order, however, to keep these arms in good condition it will be necessary for the board to keep on supplying new parts. It is again urged that the board take the proper steps to have the present equipment condemned by the War Department authorities and the same replaced with the more modern and better-conditioned pieces.

The annual review and parade of the high school regiment occurred on the White Lot on the evening of May 6, when the organization was reviewed by Lieut. Gen. A. R. Chaffee, U. S. Army, in the presence of the Commissioners of the District, members of the Board of Education, the superintendent of schools, and other persons prominent in the military, official, and civil life of Washington. Through the courtesy of the officials of the United States Navy Department the music for the occasion was furnished by the United States Marine Band.

The annual competitive drill of the separate battalion occurred May 27. The contest was won by Company C, of the Armstrong Manual Training School.

The annual competitive drill of the regiment occurred June 8 and 9. The contest was won by Company B, of the Central High School.

Both of the above events took place at the American League Park, the use of which grounds was granted as a courtesy by the officials of the Washington Baseball Association

#### THE WESTERN HIGH SCHOOL LUNCH ROOM.

The problem of the lunch room in the Western High School, which has been so troublesome during recent years because of the growing annual deficiency and the inability of the Board of Education to satisfactorily solve the same on account of the legal limitations upon the latter body, resulted in the decision by the board that the lunch room should not be opened as a school venture at the beginning of the past year. A little later the lady who had formerly done the cooking under the management of Miss Westcott, the principal of the school, and whose salary had been one of the largest items of expense, offered to undertake the business as a private matter, which, while subject to the oversight of the principal of the school, should not involve any financial responsibility on the part of the school officials. The Board of Education approved of this step and the lunch room has continued to run throughout the year on this basis. I believe that this is a much safer way of conducting this feature of school work than the former method, and I recommend its trial in any new experiments in the school-lunch business. Permit the most competent person who can be secured for the purpose to furnish lunches to the high school pupils at his own expense and for his own profit, subject to the general oversight and direction of the proper school authorities, who will

provide a suitable place in the school building for the serving of the same. Unfortunately the older buildings are wholly without accommodations such as are needed for this purpose, but the board may wisely provide for this feature in the high school buildings to be erected in the future.

In closing permit me to express to you and through you to the members of the Board of Education the thanks of the principals and teachers of the several high schools, and at the same time add my own obligations, for the constant courtesy shown in the consideration of the perplexing problems arising in the high schools. I am,

Very respectfully,

P. M. HUGHES,  
*Director of High Schools.*

Mr. A. T. STUART,  
*Superintendent of Schools.*



There might be an interesting story to go with those pages (from the 1904 annual report) being missing. A 9/19/1905 article from the Washington Post (you can read it reprinted in full in the Anna Julia Cooper bio the Sumner School sells) talks about how Director of High School Hughes had written some comment mildly hostile about M Street in the 1903 Board Report, and it aroused such fury in the black community that that page was removed from the copies of the Report then circulating (apparently at the suggestion of an African-American board member). If something like that was done for the very mild comment in the 1903 Board Report, I can certainly imagine the same thing occurring to the far more hostile comments Hughes makes about M Street in the 1904 Report. Since (as I recall) it doesn't appear in any of the four copies at the Sumner School that a page had been torn out, this direction to remove the offending page presumably came before printing.

Steve Lipson  
(CUA student researching at Sumner)

May 2009

*Name, location, description, and cost of school buildings owned.*

Name.	Location.	Style of building.	Size.	Description.
High schools:				
Central .....	O, between 6th and 7th streets NW.	Brick .....	<i>Fect.</i> 197 by 55	Three stories and basement.
Eastern .....	7th and C streets SE.	do .....	86 by 164	do .....
Western .....	35th and T streets NW.	do .....	69½ by 174½	do .....
Business <sup>b</sup> .....	Rhode Island avenue, between 8th and 9th streets NW.			
Manual Training School:				
McKinley .....	Rhode Island avenue and 7th street NW.	Brick .....		Three stories and basement.
First division:				
Adams .....	R street, between 17th street and New Hampshire avenue NW.	do .....	73 by 83	Two stories and basement.
Berret .....	14th and Q streets NW.	do .....	50 by 100	Three stories and basement.
Dennison .....	S, between 13th and 14th streets NW.	do .....	92 by 89	do .....
Force .....	Massachusetts avenue, between 17th and 18th streets NW.	do .....	90 by 73	do .....
Franklin .....	13th and K streets NW.	do .....	148 by 79	do .....
Harrison .....	13th, between V and W streets NW.	do .....	75 by 101	Two stories and basement.
Hubbard .....	Kenyon street, between 11th and 12th streets NW.	do .....		do .....
Johnson .....	School and Grant streets, Mount Pleasant.	do .....		do .....
Johnson annex .....	School street, Mount Pleasant.	Frame .....		Two stories .....
Morgan .....	California avenue, between Champlain avenue and 18th street NW.	Brick .....	65 by 96	Two stories and basement.
Thomson .....	12th, between K and L streets NW.	do .....	91 by 28	Three stories and basement.
Second division:				
Abbott .....	New York avenue and L street NW.	do .....	102 by 42	do .....
Henry .....	O, between 6th and 7th streets NW.	do .....	89 by 73	do .....
Morse .....	R street, between New Jersey avenue and 5th street NW.	do .....	81 by 69	Two stories and basement.
Phelps .....	Vermont avenue, between T and U streets NW.	do .....	70 by 40	do .....
Polk .....	7th and P streets NW.	do .....	70 by 84	do .....
Seaton .....	I, between 2d and 3d streets NW.	do .....	94 by 69	Three stories and basement.
Twining .....	3d, between N and O streets NW.	do .....	81 by 69	Two stories and basement.
Webster .....	10th and H streets NW.	do .....	107 by 84	Three stories and basement.
Third division:				
Brent .....	3d and D streets SE.	do .....	81 by 69	Two stories and basement.
Dent .....	2d street and South Carolina avenue SE.	do .....	36 by 95	do .....
Edmonds .....	9th and D streets NE.	do .....		do .....
Hilton .....	6th, between B and C streets NE.	do .....	57½ by 93½	do .....
Lenox .....	5th street, between G street and Virginia avenue SE.	do .....	70 by 83	do .....
Maury .....	B, between 12th and 13th streets NE.	do .....	70 by 84	do .....
Peabody .....	C and 5th streets NE.	do .....	90 by 90	Three stories and basement.
B. B. French Manual- Training School.	7th and G streets SE.	do .....		Two stories .....
Towers .....	8th and C streets SE.	do .....	56 by 104	Two stories and basement.
Wallach .....	D, between 7th and 8th streets SE.	do .....	99 by 76	Three stories and basement.

<sup>a</sup> Part of Wallach site.

<sup>b</sup> Being erected.

*Name, location, description, and cost of school buildings owned.*

How heated.	When erected.	No. of rooms.	Size of site.	Value of site.	Cost of building.	Total cost.
Steam .....	1883	49	<i>Sq. feet.</i> 96,300	\$137,625.00	\$118,078.00	\$255,703.00
.....do .....	1891	22	(a)	(a)	77,000.00	77,000.00
Furnace and steam .....	1898	29	135,278	37,000.00	101,084.36	131,084.36
.....do .....	(b)	.....	.....	72,500.00	.....	72,500.00
Steam .....	1902	18	20,685	48,000.00	121,072.27	133,404.71
Furnace .....	1888	8	11,460	17,240.00	26,652.00	43,892.00
.....do .....	1889	9	5,000	15,000.00	25,048.50	40,048.50
Steam .....	1884	12	24,648	23,200.00	45,181.00	68,381.00
.....do .....	1879	12	21,828	60,000.00	36,215.00	96,215.00
.....do .....	1869	17	14,946	41,100.00	188,000.00	229,100.00
Furnace .....	1890	8	11,540	19,200.00	27,796.00	46,996.00
.....do .....	1900	8	15,626	9,375.60	38,046.44	47,422.04
.....do .....	1895	8	25,530	12,265.00	28,846.47	28,846.47
Stoves .....	1871	4	(c)	(c)	9,300.00	41,111.47
Furnace .....	1901	8	15,250	17,000.00	36,446.00	53,446.00
.....do .....	1877	6	3,229	6,780.00	8,000.00	14,780.00
.....do .....	1876	9	6,448	16,120.00	20,000.00	36,120.00
Steam .....	1880	12	(d)	(d)	45,000.00	45,000.00
Furnace .....	1883	8	18,318	11,500.00	23,670.00	35,170.00
.....do .....	1887	8	11,468	19,466.00	24,521.00	9,300.00
.....do .....	1891	8	(d)	(d)	27,000.00	27,000.00
Steam .....	1871	12	18,750	24,375.00	35,000.00	59,375.00
Furnace .....	1883	8	18,717	11,230.00	24,070.00	35,300.00
Steam .....	1884	12	8,418	21,000.00	41,053.00	62,053.00
Furnace .....	1883	8	8,500	8,500.00	22,065.00	30,565.00
.....do .....	1900	8	12,920	12,195.00	34,536.05	46,731.05
.....do .....	1903	8	.....	13,812.00	55,000.00	68,812.00
.....do .....	1898	8	7,500	11,000.00	28,368.25	39,368.25
.....do .....	1889	8	10,928	5,500.00	25,135.00	30,635.00
.....do .....	1886	8	18,792	6,000.00	25,798.00	31,798.00
Steam .....	1879	12	14,620	21,900.00	38,150.00	60,050.00
Furnace .....	1840 1904	4	3,163	2,370.00	<sup>e</sup> 22,038.00	24,408.00
.....do .....	1887	8	(a)	(a)	24,999.00	24,999.00
Steam .....	1864	14	107,834	106,436.00	40,000.00	146,436.00

<sup>c</sup> Part of Johnson school site.

<sup>d</sup> Part of Central High School site.

<sup>e</sup> Includes cost of old building, \$1,200.



*Name, location, description, and cost of school buildings owned—Continued.*

Name.	Location.	Style of building.	Size.	Description.
<i>Feet.</i>				
Fourth division:				
Amidon .....	F and 6th streets SW ...	Brick.....	81 by 69	Two stories and basement.
Arthur .....	Arthur place, between B and C streets NW.	do .....	67 by 84	do .....
Bowen, Sayles J .....	3d and K streets SW....	do .....	275 by 102	do .....
Bradley .....	13½, between C and D streets SW.	do .....	70 by 84	do .....
Greenleaf .....	4½, between M and N streets SW.	do .....		do .....
Jefferson .....	D and 6th streets SW...	do .....	172 by 88	Three stories and basement.
McCormick.....	3d, between M and N streets SE.	do .....	55 by 55	Two stories and basement.
Potomac.....	12th street, between Maryland avenue and E street SW.	do .....	72 by 32	Two stories.
Smallwood .....	I, between 3d and 4½ streets SW.	do .....	70 by 83	Two stories and basement.
Fifth division:				
Addison .....	P, between 32d and 33d streets NW.	do .....	54 by 98	do .....
Conduit Road .....	Conduit road.	Frame .....		One story.
Corcoran .....	28th street, between M street and Olive avenue NW.	Brick .....	68 by 82	Two stories and basement.
Curtis .....	O, between 32d and 33d streets NW.	do .....	97 by 79	Three stories and basement.
Fillmore.....	35th, between U and V streets NW.	do .....	70 by 84	Two stories and basement.
Grant.....	G, between 21st and 22d streets NW.	do .....	92 by 88	Three stories and basement.
High Street.....	35th and S streets NW..	Frame .....	58 by 30	Two stories.
Jackson .....	U, between 30th and 31st streets NW.	Brick .....	70 by 84	Two stories and basement.
Reservoir.....	Conduit road.	Frame .....		Two stories.
Threlkeld .....	36th street and Prospect avenue NW.	Brick .....	75 by 29	do .....
Toner .....	24th and F streets NW..	do .....	67 by 85	Two stories and basement.
Weightman .....	23d and M streets NW..	do .....	76 by 83	do .....
Sixth division:				
Benning.....	Benning, D. C. ....	do .....		Two stories.
Blair .....	I, between 6th and 7th streets NE.	do .....	70 by 84	Two stories and basement.
Kenilworth .....	Anacostia avenue, Kenilworth, D. C.	do .....	36 by 100	do .....
Hamilton .....	Bladensburg road, D. C.	do .....		Two stories.
Madison.....	10th and G streets NE..	do .....	70 by 84	Two stories and basement.
Pierce .....	14th and G streets NE..	do .....	70 by 84	do .....
Taylor.....	7th, between F and G streets NE.	do .....	70 by 84	do .....
Webb.....	15th and Rosedale streets NE.	do .....	153 by 120	do .....
Wheatley.....	12th and N streets NE..	do .....		do .....
Seventh division:				
White—				
Brightwood .....	Brightwood, D. C. ....	do .....		do .....
Chevy Chase .....	Connecticut avenue extended.	Frame .....		Two stories.
Monroe.....	Steuben street, between Brightwood and Sherman avenues NW.	Brick .....	70 by 84	Two stories and basement.
Petworth.....	Philadelphia street, near Brightwood avenue NW.	do .....	48 by 85	do .....
Takoma .....	Takoma Park.....	do .....	160 by 187	do .....
Tenley .....	Tenley, D. C. ....	do .....		do .....
Woodburn.....	Riggs road, near Blair road.	do .....		do .....
Bates road, near Soldiers' Home. <sup>a</sup>	Bates road, near Soldiers' Home.	} do .....	31 by 61	One story.....
Tunlaw road, near Loughborough road.	Tunlaw road, near Loughborough road.			do .....

<sup>a</sup> Used as a storeroom.<sup>b</sup> Burned down in the early seventies.

*Name, location, description, and cost of school buildings owned—Continued.*

How heated.	When erected.	No. of rooms.	Size of site. <i>Sq. feet.</i>	Value of site.	Cost of building.	Total cost.
Furnace.....	1882	8	8,953	\$7,835.00	\$18,232.00	\$26,067.00
.....do.....	1889	8	19,590	15,672.00	27,652.00	43,324.00
Steam.....	1901	8	28,050	13,500.00	35,836.35	49,336.35
Furnace.....	1887	8	13,189	6,594.00	24,992.00	31,586.00
.....do.....	1896	8	15,000	10,500.00	24,527.00	35,027.00
Steam.....	1872	20	69,788	38,400.00	72,000.00	110,400.00
Furnace.....	1870	4	13,575	4,395.00	7,000.00	11,395.00
Stoves.....	1870	4	5,837	2,918.00	4,500.00	7,418.00
Furnace.....	1888	8	14,190	8,519.00	26,652.00	35,171.00
.....do.....	1885	8	12,450	7,470.70	29,313.00	36,783.00
Stoves.....	1874	2	10,890	1,089.00	1,200.00	2,289.00
Furnace.....	1889	8	14,400	7,700.00	25,952.00	33,652.00
Steam.....	1875	9	24,396	18,500.00	60,000.00	78,500.00
Furnace.....	1892	8	18,204	9,925.00	27,046.46	36,971.46
Steam.....	1882	12	21,033	16,826.00	40,428.00	57,254.00
Stoves.....	1853	2	7,296	4,330.00	3,000.00	7,330.00
Furnace.....	1889	8	17,825	10,700.00	28,731.00	39,431.00
Stoves.....	1897	4	89,760	2,000.00	5,992.18	7,992.18
.....do.....	1868	4	5,068	3,500.00	5,000.00	8,500.00
Furnace.....	1898	8	10,719	8,763.50	29,055.29	37,818.79
.....do.....	1886	8	13,712	13,712.00	29,324.00	43,036.00
Stoves.....	1883	4	43,560	2,178.00	8,935.00	11,113.00
Furnace.....	1884	8	22,013	6,600.00	22,071.00	28,671.00
Stoves.....	1901	4	20,280	2,000.00	22,946.00	24,946.00
.....do.....	1881	4	32,670	800.00	4,000.00	4,800.00
Furnace.....	1889	8	9,980	6,468.00	25,644.00	32,112.00
.....do.....	1894	8	10,000	10,000.00	26,152.00	36,152.00
.....do.....	1891	8	12,650	8,475.50	26,524.50	35,000.00
.....do.....	1900	8	18,360	8,924.95	33,856.39	42,781.34
.....do.....	1903	8	.....	7,500.00	47,497.00	54,997.00
Steam.....	{ 1888 }	8	18,234	5,470.00	20,885.00	26,355.00
Stove.....	{ 1896 }	4	40,000	6,000.00	9,837.48	15,837.48
Furnace.....	1889	8	15,000	4,500.00	23,988.00	28,488.00
.....do.....	1902	4	18,135	5,500.00	23,143.00	28,643.00
.....do.....	{ 1899 }	4	29,920	2,992.00	19,611.78	22,603.78
.....do.....	{ 1903 }	8	43,560	10,890.00	27,920.00	38,810.00
Steam.....	{ 1882 }	4	53,930	2,695.50	10,210.00	12,906.50
Stoves.....	{ 1896 }	2	43,560	400.00	1,600.00	2,000.00
.....do.....	{ 1866 }	1	43,560	150.00	500.00	650.00
.....do.....	{ 1868 }					
.....do.....	{ 1864 }					

*Name, location, description, and cost of school buildings owned—Continued.*

Name.	Location.	Style of building.	Size.	Description.
<b>Seventh division—Cont'd.</b>				
Colored—			<i>Feet.</i>	
Bruce .....	Marshall street, between Brightwood and Sherman avenues NW.	Brick .....	71½ by 86	Two stories and basement.
Bunker Hill road ...	Bunker Hill road .....	do .....		One story .....
Fort Slocum <sup>a</sup> .....	Blair road .....	Frame .....		do .....
Grant road <sup>b</sup> .....	Grant road between Tenley and Connecticut avenue extended.	do .....		do .....
Ivy City .....	Ivy City, D. C. ....	do .....		do .....
Military road .....	Military road, near Brightwood.	do .....		do .....
Mott .....	Trumbull and Sixth streets NW.	Frame and brick.		Two stories .....
Reno .....	Fort Reno, D. C. ....	Brick .....		One story and basement.
Wilson .....	Central avenue, between Erie and Superior streets NW.	do .....	70 by 84	Two stories and basement.
Military road, near Broad Branch road.	Military road, near Broad Branch road. <sup>b</sup>	Frame .....	26 by 34	One story .....
Brightwood, near Rock Creek Ford road.	Brightwood, near Rock Creek Ford road. <sup>b</sup>	do .....	21 by 34	do .....
Brentwood road, near Queens Chapel road.	Brentwood road, near Queen's Chapel road. <sup>b</sup>	do .....	31 by 24	do .....
<b>Eighth division:</b>				
White—				
Buchanan .....	E, between 13th and 14th streets SE.	Brick .....		Two stories and basement.
Cranch .....	12th and G streets SE...	do .....	79 by 86	Three stories and basement.
Tyler .....	11th, between G and I streets SE.	do .....	70 by 84	Two stories and basement.
Anacostia road <sup>b</sup> .....	Anacostia road .....	Frame .....		One story .....
Congress Heights .....	Congress Heights, D. C.	Brick .....		Two stories and basement.
Good Hope <sup>b</sup> .....	Good Hope, D. C. ....	Frame .....		One story .....
Stanton .....	Good Hope Hill .....	Brick .....		One story and basement.
Van Buren .....	Jefferson street, Anacostia, D. C.	do .....		Two stories and basement.
Van Buren annex .....	do .....	do .....		Three stories .....
Orr .....	Prout street, Twining City.	do .....	150 by 125	Two stories and basement.
<b>Colored—</b>				
Birney annex .....	Rear Nichol's avenue, Hillsdale, D. C.	Frame .....		Two stories .....
Birney .....	Nichol's avenue, Hillsdale, D. C.	Brick .....	136 by 320	Two stories and basement.
Garfield .....	Garfield, D. C. ....	Frame .....		Two stories .....
Hillsdale .....	Nichol's avenue, Hillsdale, D. C.	do .....		do .....
<b>Ninth division:</b>				
Gales .....	1st and G streets NW ...	Brick .....	90 by 66	Three stories .....
Blake .....	North Capitol, between K and L streets NW.	do .....	70 by 84	Two stories and basement.
Brookland .....	Brookland, D. C., Lansing and Wallace streets.	do .....		do .....
Carbery .....	5th, between D and E streets NE.	do .....	70 by 84	do .....
Eckington .....	1st and Quincy streets NE.	do .....	72 by 94	do .....
Emery .....	Lincoln avenue and Prospect street NE.	do .....	86 by 134	do .....
Hayes .....	5th and K streets NE...	do .....	70½ by 93½	do .....
Langdon .....	Langdon, D. C., Queen's Chapel road.	Frame .....		Two stories .....
Queen's Chapel road <sup>b</sup> ...	On Langdon site .....	Brick .....	25 by 31	One story .....
<b>High school:</b>				
Colored—				
M Street .....	M street, between 1st street and New Jersey avenue NW.	do .....	80 by 147	Three stories and basement.

<sup>a</sup> Used as a storeroom.<sup>b</sup> Abandoned.



*Name, location, description, and cost of school buildings owned.*

How heated.	When erected.	No. of rooms.	Size of site.	Value of site.	Cost of building.	Total cost.
Furnace .....	1898	8	<i>Sq. feet.</i> 30,000	\$7,650.00	\$29,083.13	\$36,733.13
Stoves .....	1883	2	43,560	900.00	2,700.00	3,600.00
.....do .....	1867	1	21,780	1,089.00	500.00	1,589.00
.....do .....	{ 1864 } 1880	2	43,560	4,356.00	1,200.00	5,556.00
.....do .....	1896	2	7,200	3,600.00	2,604.38	6,204.38
.....do .....	1865	2	43,560	3,500.00	1,200.00	4,700.00
Furnace .....	{ 1871 } 1882	10	18,150	9,075.00	17,428.00	26,503.00
.....do .....	1903	4	.....	3,000.00	23,849.00	26,849.00
.....do .....	1891	8	15,000	9,000.00	26,000.00	35,000.00
Stoves .....	1864	1	21,780	100.00	400.00	500.00
.....do .....	1865	1	21,780	150.00	600.00	750.00
.....do .....	1867	1	21,780	100.00	500.00	600.00
Furnace .....	1895	8	20,584	10,000.00	27,562.43	37,562.43
{ Steam .....	{ 1872 } 1903	8	7,776	6,940.00	41,543.00	48,483.00
Furnace .....	1890	8	11,588	8,691.00	25,972.00	34,663.00
Stoves .....	1864	1	43,560	1,310.00	600.00	1,910.00
Furnace .....	1898	10	10,760	3,320.00	23,000.00	26,320.00
Stoves .....	1889	2	21,780	750.00	4,462.00	5,212.00
Furnace .....	1903	4	.....	2,287.00	24,050.00	26,337.00
.....do .....	1891	8	15,600	25,000.00	26,864.00	49,864.00
Stoves .....	1881	6	15,600	2,500.00	6,837.00	9,337.00
Furnace .....	1900	4	18,750	2,411.24	22,294.68	24,706.92
Stoves .....	1889	4	(d)	(d)	.....	.....
{ Furnace .....	1901	8	43,560	2,500.00	37,911.05	40,411.05
.....do .....	{ 1887 } 1896	6	43,560	900.00	5,247.00	6,147.00
.....do .....	1871	4	41,832	1,700.00	5,000.00	6,700.00
Steam .....	1881	12	12,764	22,300.00	40,116.00	62,416.00
Furnace .....	1887	8	10,995	9,985.00	24,973.00	34,958.00
.....do .....	{ 1891 } 1896 1903	12	15,000	2,475.00	21,552.00	24,027.00
.....do .....	1887	8	11,751	8,800.00	29,980.00	38,780.00
.....do .....	1898	8	13,500	10,800.00	28,383.74	39,183.74
Steam .....	1902	12	20,227	14,713.00	42,269.00	63,982.00
Furnace .....	1897	8	13,671	9,999.45	23,979.61	33,979.06
.....do .....	1897	4	43,560	800.00	7,964.11	8,764.11
Stoves .....	1865	1	(f)	(f)	500.00	500.00
Steam .....	1890	24	24,591	24,592.00	82,317.00	106,909.00

c Increased by \$1,800 spent in 1903.  
d Part of original Birney site.

e Reduced by abandoning two rooms.  
f Part of Langdon site.

Name, location, description, and cost of school buildings owned—Continued.

Name.	Location.	Style of building.	Size.	Description.
Manual training school: Armstrong .....	P, between 1st and 3d streets NW.	Brick.....	Feet.....	Two stories and basement.
Tenth division:				
Briggs .....	22d and E streets NW.	do .....	67 by 83	do .....
Chain Bridge Road.....	Chain Bridge road, near Conduit road.	Frame.....		One story.....
Chamberlain <sup>a</sup> .....	East street, Georgetown.	do .....		Two stories.....
Garrison.....	12th, between R and S streets NW.	Brick.....	70 by 84	Two stories and basement.
Magruder .....	M, between 16th and 17th streets NW.	do .....	56 by 104	do .....
Montgomery .....	27th, between I and K streets NW.	do .....		do .....
Phillips.....	N, between 27th and 28th streets NW.	do .....	70 by 84	do .....
Stevens.....	{21st, between K and L streets NW.	{do .....		{Three stories and basement.
Sumner.....	17th and M streets NW.	do .....	94 by 69	do .....
Wormley .....	Prospect avenue, between 33d and 34th streets NW.	do .....	70 by 84	Two stories and basement.
Eleventh division:				
Banneker .....	3d, between K and L streets NW.	do .....	81 by 69	do .....
Benning Road Annex <sup>b</sup> ..	Benning road .....	Frame.....		One story.....
Benning Road .....	do .....	do .....		Two stories.....
Burrville .....	Burville, D. C.....	do .....		do .....
Douglass .....	1st and Pierce streets NW.	Brick.....		Two stories and basement.
Garnet .....	10th and U streets NW..	do .....	90 by 73	Three stories and basement.
John F. Cook .....	{O, between 4th and 5th streets NW.	{do .....	96 by 58	Three stories.....
Jones.....	1st and L streets NW ..	do .....	67 by 83	Two stories and basement.
Langston.....	P, between North Capitol and 1st streets NW.	do .....	70 by 105	do .....
Logan .....	3d and G streets NE....	do .....	70 by 84	do .....
Patterson.....	Vermont avenue, near U street NW.	do .....	70 by 84	do .....
Abby S. Simmons.....	Pierce, between 1st street and New Jersey avenue NW.	do .....		do .....
Slater .....	P, between North Capitol and 1st streets NW.	do .....	70 by 84	do .....
Twelfth division:				
Ambush .....	L, between 6th and 7th streets SW.	do .....	70 by 84	do .....
Anthony Bowen.....	9th and E streets SW ..	do .....	70 by 92½	do .....
Bell .....	1st, between B and C streets SW.	do .....	67 by 83	do .....
Giddings .....	G, between 3d and 4th streets SE.	do .....	70 by 84	do .....
Lincoln .....	2d and C streets SE....	do .....	75 by 68	Three stories and basement.
Lovejoy .....	12th and D streets NE ..	do .....	106 by 135	{Two stories and basement.
Payne .....	15th and C streets SE....	do .....		do .....
Randall .....	1st and I streets SW ..	do .....	90 by 72	Three stories .....
Syphax.....	Half, between N and O streets SW.	do .....	81 by 85	Two stories and basement.
Total .....				

<sup>a</sup> Building torn down.

<sup>b</sup> Abandoned.



*Name, location, description, and cost of school buildings owned.*

How heated.	When erected.	No. of rooms.	Size of site.	Value of site.	Cost of building.	Total cost.
Steam .....	1902	17	<i>Sq. feet.</i> 30,375	\$15,198.50	\$118,206.21	\$133,404.71
Furnace .....	1889	8	9,202	8,500.00	24,619.00	33,119.00
Stoves .....	1865	2	21,780	1,100.00	500.00	1,600.00
.....do .....	1866					
.....do .....	1889	8	14,400	16,200.00	24,540.00	40,740.00
.....do .....	1887	8	18,469	19,400.00	25,973.00	45,373.00
Furnace .....	1903	8		7,500.00	46,881.00	54,381.00
Stoves .....	1890	8	13,302	11,400.00	26,066.00	37,466.00
} Steam .....	{ 1868	20	16,481	16,481.00	40,000.00	56,481.00
.....do .....	1896					
.....do .....	1871					
Furnace .....	1884					
.....do .....	1882	8	9,653	10,600.00	20,000.00	30,600.00
Stoves .....	{ 1864	2	(c)	900.00	3,135.00	4,035.00
.....do .....	1874					
.....do .....	1886					
Furnace .....	{ 1888	2	15,000	600.00	2,750.00	3,350.00
.....do .....	1892					
.....do .....	1896	8	9,600	10,560.00	26,296.00	36,856.00
Steam .....	1880	12	28,480	22,800.00	35,000.00	57,800.00
Furnace .....	{ 1868	11	8,640	6,900.00	18,000.00	24,900.00
.....do .....	1877					
.....do .....	1889					
.....do .....	1902	8	18,000	13,500.00	36,855.00	50,355.00
.....do .....	1891	8	9,125	8,486.25	26,513.75	35,000.00
.....do .....	1893	8	(d)	(d)	26,118.00	26,118.00
.....do .....	1903	8		9,886.00	52,000.00	61,886.00
.....do .....	1890	8	12,000	11,000.00	26,067.00	37,067.00
.....do .....	1889	8	11,000	11,750.00	23,885.00	35,635.00
.....do .....	{ 1867	8	10,555	10,600.00	27,129.63	37,729.63
.....do .....	1897					
.....do .....	1889					
.....do .....	1887	8		* 9,132.00	24,952.00	32,140.00
Steam .....	1871	12	11,600	17,400.00	20,000.00	37,400.00
} Furnace .....	{ 1872	8	14,010	5,000.00	36,136.08	41,136.08
.....do .....	1901					
.....do .....	1896					
.....do .....	1876	12	9,088	5,500.00	40,000.00	45,500.00
Steam .....	1901	8	19,030	5,754.00	39,237.00	44,991.00
.....do .....				1,642,406.49	3,952,420.57	5,594,827.06

\* Part of original site.

d Part of Garnet School site.

\* Increased by cost of additional ground included.





MAP OF THE  
DISTRICT OF COLUMBIA  
SHOWING LOCATION OF SCHOOLS

WHITE SCHOOLS  
COLORED SCHOOLS  
LOT ONLY OR UNOCCUPIED

SCALE

AUTHORITIES

District of Columbia: Survey Charts, U.S. G. & S. Survey  
Records of the Office of the Surveyor, District of Columbia.  
Special Surveys made for preparing a Plan for High-  
way Extensions, District of Columbia, outside of the  
City of Washington.

NOTES

Elevations are in feet and are referred to the  
plane that has above half tide level of the Po-  
toms River.





